DOCUMENT RESUME

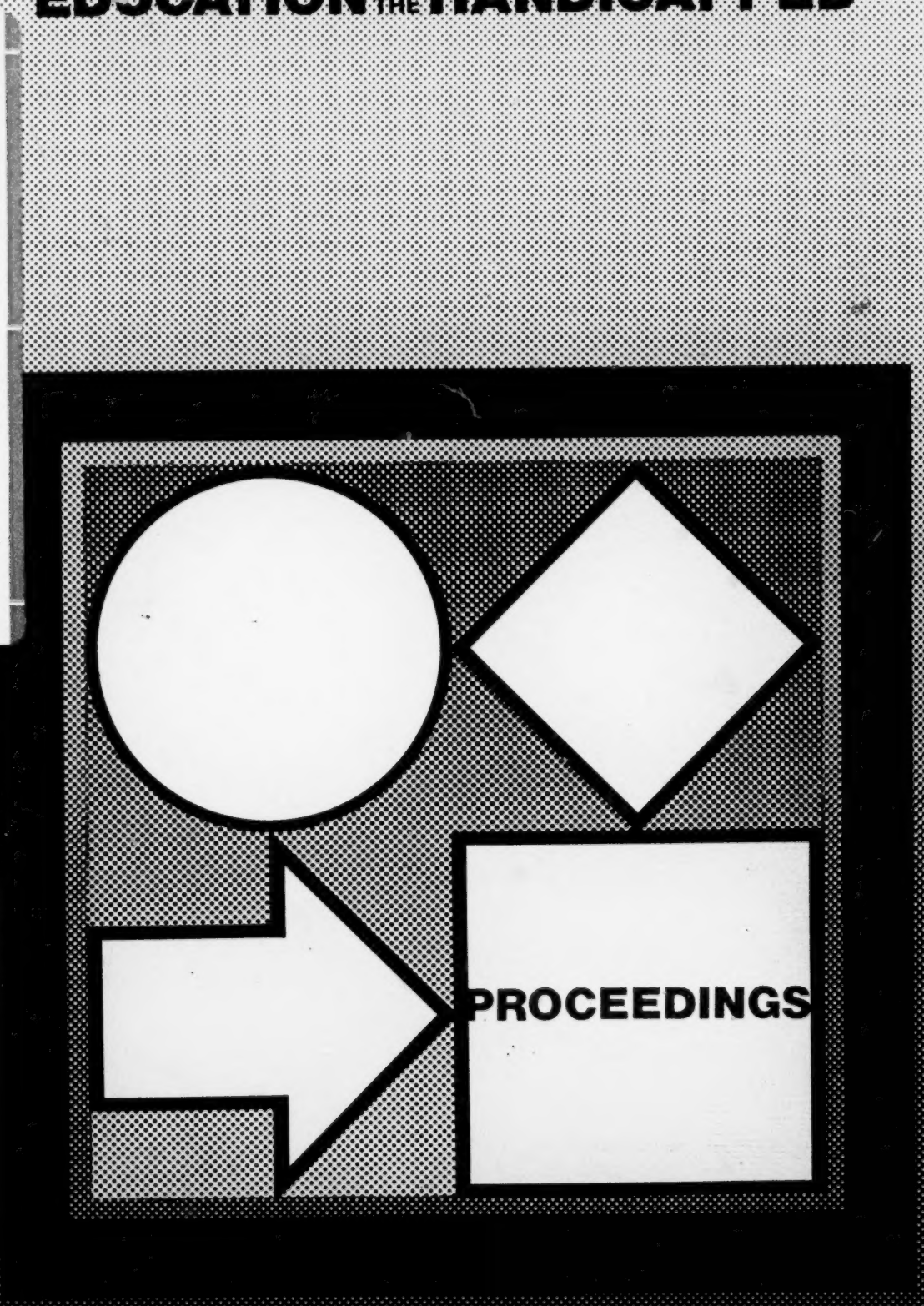
ED 060 609 EC 041 654

AUTHOR	Schwartz, Louis; And Others
TITLE	Innovative Non-Categorical Interrelated Projects in the Education of the Handicapped. Proceedings of the Special Study Institute (Washington, D.C., October 14-15, 1971).
INSTITUTION	Florida State Univ., Tallahassee. Coll. of Education.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Jan 72
NOTE	90p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Conference Reports; *Exceptional Child Education; *Handicapped Children; *Program Proposals; *Regular Class Placement; *Teacher Education

ABSTRACT

The majority of the conference reports on education of the handicapped focuses on regular class placement and teacher education. Presented concisely are 21 program proposal descriptions with funding source, project dates, objectives, philosophy, procedures and evaluation, and literature influencing project. Representative projects concern special education in the regular classroom, a competency-based model training program, training programs for preparation of curriculum specialists for exceptional children, training programs for both special education teachers and regular teachers to meet the needs of exceptional children, consulting teacher programs, and diagnostic and prescriptive teacher projects. Concluding the proceedings are short discussion summaries on process and product of change in education of the handicapped as they relate to colleges and universities, program evaluation, preschool, local school system, and State Department of Education. (CB)

INNOVATIVE NON-CATAGORICAL & INTERRELATED PROJECTS IN THE EDUCATION OF THE HANDICAPPED



ED 060609

Proceedings
of the
Special Study Institute

INNOVATIVE NON-CATEGORICAL INTERRELATED PROJECTS IN THE EDUCATION OF THE HANDICAPPED

A collaborative effort by
Louis Schwartz, Andrew Oseroff, Howard Drucker, Rhea Schwartz

Sponsored by

Bureau of Education of the Handicapped
Bureau for Educational Personnel Development
U.S. Office of Education

Project No. 19-1800, P.L. 91-230

The Florida State University
College of Education
Department of Habilitative Sciences
Tallahassee, Florida

The project presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

January, 1972

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PREFACE

The primary purpose of the Institute was to bring together project directors currently involved in "innovative non-categorical and interrelated programs in the education of the handicapped" so that they might trade ideas and inform others as to the "state of the art." A brief pre-institute survey was distributed to the twenty-one "presenters" identified by the Bureau of Education of the Handicapped (BEH) and Bureau for Educational Personnel Development (BEPD). The survey requested the following information: title, director, institution, address, supporting agency, date of initial funding, status (planning, implementation, evaluation), and whether the project was an addition to or replacement for existing programs in the education of the handicapped. In addition, objectives, philosophy, procedures including evaluation, and literature most influential to the program were the major components of the survey.

The Institute was conducted on October 14 and 15, 1971, at the Ambassador Hotel, Washington, D.C.; and was attended by over three hundred participants representing colleges and universities, state departments of education, local school districts, and personnel from the two sponsoring Bureaus. Copies of the survey, containing project descriptions, were distributed at registration together with the institute program. The format of the conference was designed to provide maximum personal interaction among "presenters" and "participants" in informal "Button-hole" and "Roundtable" discussion groups. The first day afforded the conferees the opportunity to "collar their colleagues" and to exchange concepts, practices, and problems underlying the projects. In addition, a scheduled planning session of the project directors at the end of the first day structured the substance and format for the second day. Out of the informal interactions, which focused on project objectives, procedures, and evaluation, was an emerging concern with the "process and products of change." Questions regarding how one effects change, i.e., initiates, implements, and evaluates change, appeared as signal issues and served as the basis for the discussion groups and summaries on the second day of the Institute.

The Proceedings of the Special Study Institute contain welcoming remarks by the sponsoring agencies and host institution, project descriptions, and discussion summaries. Uniform format for all project surveys reported herein has been utilized while preserving the original creative style of each author. The program is presented in the Appendix.

As a "state of the art" report, the "innovative non-categorical interrelated projects in the education of the handicapped" presented herein is the product of the Institute and should be viewed as representing diverse and creative activities of the twenty-one presenters. Reflecting various stages of planning, implementation, and evaluation, early adaptors are encouraged to view these materials as somewhat outdated at the time of reading due to the developmental and prototypical nature of many projects.

> "It is very difficult to make even the most intelligent understand that what is heard in a lecture can be found again, in even better form, in a book; while the lesson of the laboratory can never be replaced." Alfred Binet, *Modern Ideas About Children*, 1909.

Appreciation is sincerely conveyed to the Bureau of Education of the Handicapped, the Bureau for Educational Personnel Development, and the project directors for their cooperation in providing the support and participation requested within the restraints of the Institute format. Special credit is due to my colleague, Dr. Andrew Oseroff, and other staff assistants, Mr. Howard Drucker and Mrs. Rhea Schwartz, for their collaboration in the design and implementation of the Institute. Gratefully acknowledged is the secretarial assistance of Mrs. Van Scherff.

Louis Schwartz
Tallahassee, Florida
January, 1972

PART I

WELCOME TO THE INSTITUTE

Dr. Bruce Balow
Director, Division of Training Programs
Bureau of Education for the Handicapped

It is my pleasure to welcome you to this conference.

The Division of Training Programs, Bureau of Education for the Handicapped, is one of the sponsors of this meeting. We have been in the business of supporting training programs in the education of the handicapped for about 10 years. We are at this time, and have been for the last year or two, very much interested in and supportive of creative ideas for change in manpower preparation. I think that all of us, as professionals in the field, would agree that it is time and indeed past time that educators significantly improve the models by which they prepare personnel both as teachers and as other allied ancillary personnel; that they not only significantly improve these but that they develop new kinds of models for manpower preparation. I believe that is what this conference is all about.

I am confident that when these two days are over, all of us will have in retrospect, a view that there are indeed a great number of activities and programs that we can consider; possibly emulate and build upon to make our own programs better. I am extremely delighted to co-sponsor this conference with Malcolm Davis of the Bureau for Educational Personnel Development and Lou Schwartz of The Florida State University, Tallahassee. We wish you well in the conference and thank you very much for being here.

Dr. Malcolm Davis
Chief, Special Education Training Branch
Bureau for Educational Personnel Development

It really is a pleasure to be here today because I think that this meeting we are going to have for the next two days is of particular significance at this point in time. The Bureau for Educational Personnel Development has had since its inception a concern for the children who are considered handicapped and the methods by which they are being educated. At the time the Bureau was being developed, it was recognized that there was a tremendous shortage of skillfully trained people to work with handicapped children. As a matter of fact, many or most of the children who are considered handicapped are in regular classrooms being taught by regular teachers who admit that they themselves do not have the skills to work with such children. Consequently, the Bureau established a training program which we entitled "Special Education Training Program."

In conversations with the Bureau of Education for the Handicapped, it was determined that BEPD would mount training programs to train the regular classroom teacher to be skillful in the diagnosis, prescription, and remediation of learning and behavior problems of children in the regular classroom. In 1969, the programs were launched, and we are now beginning to end that phase of the program development. We now are developing training models that may be installed and implemented in a variety of training sites such as local education agencies, colleges, universities, or state education agencies.

It was in April of 1971 when several people at the American Orthopsychiatric Association meeting served on a panel entitled "Alternative Strategies to Self-Contained Classrooms." Some of the same people who are presenting models here today were on that panel. After that session we were talking about the fact that we knew what these three or four people were doing in terms of training teachers to work with children on a non-categorical basis, but we wondered how many other people around the country were doing some very similar kinds of things of which we were unfortunately unaware. From this conversation, an idea for a conference emerged where trainers of teachers could come together, explain what they had been doing, describe their efforts to their colleagues, and get some feedback. This conference received its impetus from that discussion and other events which have emerged recently, such as concerns about labeling and categorizing children, and concerns relating to the preparation of teachers who will have exceptional children in their regular classrooms.

We must look for ways of serving children and arranging teachers in a manner such that children do not have to be called names. I think that is what this conference is all about.

Dr. Walter Dick
Assistant Dean for Research and Development
College of Education, The Florida State University

As a representative of the host institution and a partner in this conference, it is also my pleasure to welcome all of you.

The Florida State University, College of Education has established an interdisciplinary center to promote excellence in educational research and development. The project which is described in your survey and which will be discussed at this conference is a part of that Institute. The primary concept that we followed in establishing the Educational Research Institute was that we would attempt to bring together, as effectively as possible, the learning theorists, the educational technol-

ogists, and the content specialists in order to establish an environment in which they would talk and work together. The purpose is to bring them out of the isolation which has in the past typified our disciplinary approach to educational problems. We have come to the conclusion that our problems in education are so complex that no single discipline will be able to solve them.

I think this same spirit is here with us at this conference. You have come together to share your ideas, to talk with each other, to hear what others have to say, and to describe the state of the art. I would contend that after this conference is over, the state of the art should be different. You will take the ideas which you will receive and express, and co-mingle these, and, hopefully, come out with a new state of the art.

Our next speaker is also a believer in the power of communication and the communication process. He literally walked the length of the State of Florida to communicate his ideas and to listen to the voters who have become his constituents. We are particularly pleased to have Senator Lawton Chiles here today at the opening of this conference because of his long standing interest in and support for handicapped children. I think the best introduction which I can make to you of the senator is to quote directly in part from the citation which was presented to him at the 1971 Annual Convention of the Council for Exceptional Children.

That citation stated the following:

Just three years after his graduation from law school, he successfully ran for the State House of Representatives and served eight years from 1958 to 1966. In 1966 he was elected to the Florida Senate, where he served until he resigned in 1970 to run for the U.S. Senate. While a Florida legislator, he was recognized as an able, intelligent, and capable statesman as evidenced by his service. His most significant positions were as chairman of the Sub Committee on Public Schools of the Education Committee and later as a member of the Senate Appropriations Committee. He was always a leader and strong supporter of programs for exceptional children. He was instrumental in passage of two bills in the 1965 session to provide texts and related materials for the visually impaired, and a scholarship bill assisting all exceptional child teachers teaching out-of-field to become certified. He actively followed these programs to see that they were appropriately funded each year. During the 1968 special session of the Florida legislature, he was one of four key Senators who introduced and supported mandatory legislation for exceptional Children and assisted in the full funding of the first three years of this ambitious five year plan.

Ladies and gentlemen, it is my pleasure to present to you the Honorable Lawton M. Chiles.

The Honorable Lawton Chiles
United State Senate
The State of Florida

I want to take this opportunity to welcome you to Washington and to this conference. I think the work that you are going to be doing the next two days is terribly important, and I am sure that much will be accomplished.

I read with interest recently an article in the *New York Times* that a Federal Court just ruled in Pennsylvania that exceptional children must be offered a public education in that state. I think that is a landmark decision. It is a tragedy that the courts have to say to a state that it must offer public education to handicapped children, and I do not say that critically about Pennsylvania because it has been too short a time since we in Florida recognized that exceptional children are entitled to a public education.

You can think of all kinds of reasons that they are entitled to this, all kinds of moral reasons, and an awful lot of practical ones. We are going to take care of these children for the rest of their lives as wards of the taxpayers if we fail to provide adequate educational programs that will enable them to become productive members of society. Certainly, whatever the cost, education is so much cheaper than having them spend the rest of their lives as dependents. So, in addition to all of the other reasons, it is very practical. This is something we should be able to show taxpayers' associations and everyone else–that the dollar we spend on education today is going to get many more beneficial results.

Besides the reasons that public education is so important, we have got to know how we are going to handle these children, and thank goodness we are taking the approach that they do not in most instances have to be segregated and shunted off to institutions. With the proper facilities they can be trained with their fellow students.

I am delighted that my state and the School of Education of The Florida State University has taken a leading part in this effort. I am proud and delighted to have this opportunity to greet you today and wish you Godspeed in your work.

Dr. Louis Schwartz
Professor and Coordinator
Interrelated Areas of Special Education
The Florida State University

As you know, the objective of the conference is to bring together project directors involved in the non-categorical approach in the education of the handicapped, primarily for the purpose of sharing ideas, and hopefully to try to identify what is the current state of the art. My colleagues and I have designed this institute with this central objective in mind. We believed that if we could provide all of you with descriptions of the twenty-one projects invited to present, in advance of the sessions, that we might be free to use this opportunity in a maximum way for creative personal interaction.

PART II
PROJECT DESCRIPTIONS

UPGRADING SPECIAL EDUCATION IN THE REGULAR CLASSROOM

Dr. Gary W. Adamson and Dr. James S. Everett
University of New Mexico
Albuquerque, New Mexico 87106

BEPD **1970** **Implementation/Evaluation** **Addition/Replacing**

Objectives
Philosophy

The philosophy of the EPDA project is to "Upgrade Special Education in the Regular Classroom" by retraining regular classroom teachers. New Mexico's unique culture and geographic conditions result in approximately 80% of the mildly handicapped population remaining in the regular classroom. Therefore, regular classroom teachers need additional training in special education methods and materials techniques in order to effectively work with mildly handicapped children.

Procedures and Evaluation
Literature influencing project

Davies, Don. First education professions development investment in the future. *American Education, 5,* Feb., 1969.

Davies, Don. Come out from under the ivy. *American Education, 6,* March, 1970.

Siegel, Ernest. *Special education in the regular classroom*. New York: John Day Co., 1969.

Objectives	Procedure	Evaluation
1. To provide adequate training for regular classroom teachers and administrators as related to the individual needs of the mildly handicapped children within their regular classrooms.	Specifically designed seminars with Project Director. Also included are: 1. Sensitivity Training, Dr. Fishburn 2. Utilization of video tapes: (a) actual experiences, and (b) simulated experiences 3. Practicum: (a) observation of children, and (b) actual experiences with children in demonstration class. 4. Psychological and Sociological Problems in Special Education, Dr. Works.	1. Transcription of seminar activity for identification of "key" areas of discussion. 2. Question and answer type seminars for clarification and evaluation of information and knowledge. 3. Observation by staff to evaluate interaction by participants. 4. Action Research paper by participants–presentation to class members.
2. To develop teacher and administrator sensitivity and more positive attitudes toward mildly handicapped children within the regular classroom.	1. Sensitivity (Experiences-in Being), Dr. Fishburn. 2. Use of Film, Visitations and Lectures, Dr. Brooks. 3. Community Enlightenment and Cultural Awareness Training, Dr. Bransford.	1. Pre-post testing of attitude and utilization of semantic differential technique designed to accomodate this area.
3. Teachers and administrators involved in the institute will have greater contact with the parents of students who are diagnosed as mildly handicapped.	Institute Core: 1. Counseling techniques, actual and simulated. 2. Home visitations of demonstration class children. 3. Parent interaction. 4. Representation on Community Advisory Board.	1. Evaluation of interviews and counseling skills by practicum supervisor. 2. Unobtrusive measures concerning contact with parents and parental volunteers in project.

Objectives	Training Activities (Vehicle)	Evaluation
4. To provide for community action as an integral part of the program in meeting the needs of those children diagnosed as mildly handicapped by utilizing within the "resource room" parents of these children as classroom aides.	1. Individual work with parents by Institute members. 2. Conceptualization by participants "resource room" operation, Dr. Brooks. 3. Participation with Advisory Board which includes parents.	1. Interaction of parents within "resource room". 2. Suggestions by parents who serve on Advisory Board. 3. Formal and informal communication network between community and project providing feedback to relevant areas of project.
5. To develop an understanding as to how a handicapping condition affects learning, and to identify strategies for assistance or remediation.	Institute Core: 1. Education of Exceptional Children, Dr. Bransford. 2. Special Education in the Regular Classroom, Dr. Brooks. 3. Education of Children with Learning Disabilities, Dr. Moeny. 4. Psychological Testing–Interpretation, Mr. Blakslee. 5. Seminars with specialized authorities in the area of exceptionality. 6. Individual research on part of the Institute.	1. Active participation in the Institute Core. 2. Evaluation of testing and interpretation techniques by direct observation and seminar discussions. 3. Participants will demonstrate competence in skill analysis of existing curricular approaches. 4. Participants will present action research papers and projected learning abilities of exceptional children and defend and/or refute current conception in this area. 5. Active participation in practicum settings.
6. To develop an awareness of existing resources that are available within the community.	1. Local and state officials who are now offering services to handicapped children. 2. Institutional and center tours as a part of required community experience. 3. Printed resource materials relevant to the needs of the participants.	1. Each individual will observe and compile a list of existing resources in the community. 2. Functions of each will be delineated during the seminar component of the community experience.

Objectives	Training Activities (Vehicle)	Evaluation
7. To develop competencies concerning the use of existing educational materials and the development of new specialized materials.	1. Media specialists will conduct seminars where new materials will be developed and demonstrated. 2. Media speicalists will conduct seminars where existing materials will be demonstrated. 3. Special Education Materials Center will develop simulated assessment situations for analysis and curricular implementation. 4. Revolving participant activities to include specified time at SEMC and to serve as a resource person to existing classes.	1. Given a professional diagnosis students with learning handicaps, the participants will demonstrate knowledge of effective remediation by writing and implementing of procedures to actively promote student learning. 2. Given a specific skill deficiency, each participant will be able to evaluate existing materials and to determine the worth of such matter to help in the remediation of the deficiency. 3. Upon review of existing material, participants will be able to recommend said material or offer modification of existing matter for use by the referring agent.
8. To be capable of identifying, diagnosing, and selecting appropriate educational approaches and prescribing instructional strategies for mildly handicapped children within the regular classroom.	1. Development of case studies for presentation to institute members. 2. Use of techniques as cited above (Item 3,#7). 3. Specific competencies shall be related to reading diagnostic and instructional procedures. 4. Practicum experiences. 5. Through the introduction of task analysis, sequential approaches will be developed to alleviate curricular deficiences.	1. Review of case studies by participants and practicum supervisor. 2. Observation of prescription by the developer within the classroom. 3. Feedback from referral agent. 4. Utilizing same evaluation technique as outlined for Objective 7. 5. Pre-post testing on informal inventories used on children to identify problem area. 6. Follow through activity by participant concerning task analysis.

Objectives	Training Activities (Vehicle)	Evaluation
9. To develop an alternate approach to the integration of mildly handicapped children within the mainstream of education, utilizing the resource room concept developed during the first year of operation of the institute.	1. Conceptualization of "resource room" activity. 2. Identify problem areas by participants concerning implementation. 3. Plan of action by each participant for implementation within a public school to be staffed by institute members. 4. Acceptance on the part of community toward plan of action and to develop community network concerning future implementation. 5. Practicum. 6. In-service training for staff by institute members. 7. Development of traveling team to disseminate resource room concept in information throughout State of New Mexico. 8. Utilization of 32 minute color film developed by Institute in Upgrading Special Education in the Regular Class.	1. Ongoing process evaluation as to value of approach. 2. Pre-post testing of participants on acceptance scale. 3. Informal evaluation of children selected within regular classroom. 4. Utilization of teacher check list to afford feedback. 5. Community feedback through Advisory Board. 6. Evaluation of workshop presentation to staff of cooperating school by participants. 7. Pre-post attitudinal evaluation of school staff. 8. Setting up of resource rooms in Albuquerque.
10. To provide "model resource rooms" for training purposes of institute members as well as demonstration sites for surrounding school districts.	1. Conceptualization of "resource room"activity. 2. Identify problem areas by participants concerning implementation. 3. Plan of action by each participant for implementation within a public school to be staffed by institute members. 4. Acceptance on the part of community toward plan of action and to develop community network concerning future implementation. 5. Practicum. 6. In-service training for staff by institute members. 7. Development of traveling team to disseminate resource room concept in information throughout State of New Mexico. 8. Utilization of 32 minute color film developed by Institute.	1. Unobtrusive measures conducted on community and school staff. 2. Pre-post testing of skill deficiencies of children referred. 3. Visitors log as further indication of community impact. 4. Acceptance by staff and utilization of workshops offered.

Objectives	Training Activities (Vehicle)	Evaluation
11. To demonstrate evidence of institutional impact by obtaining at least one permanent faculty position provided initially by project funds.	1. Invitation to administration to take part in training activities. 2. Invitation to join Advisory Board extended to dean or representative. 3. Formal and informal progress reports of Institute. 4. Interaction with other members of College of Education who are not directly involved in Institute *per se*.	Announcement will be made by university officials (usually dean of College of Education) regarding the appointment of one additional "hard money" position within Special Education Department whose major responsibility will be the Institute.
12. To demonstrate further evidence of institutional impact the Albuquerque Public Schools will provide funding and for at least one "resource room" in each of the three areas of the city.	1. Implementation of resource rooms staffed by Institute participants. 2. Close supervision by members of Albuquerque Public Schools and Institute staff. 3. Utilization of all public school personnel on Advisory Board.	At least one additional resource room will be instituted in each of the three areas of the city with support from the Albuquerque Public Schools.
13. To develop a "workshop" package including skill analysis of existing curriculum.	1. Media specialists will conduct seminars where new materials will be developed and demonstrated. 2. Media specialists will conduct seminars where existing materials will be demonstrated. 3. Special Education Materials Center will develop simulated assessment situations for analysis and curricular implementation. 4. Revolving participant activities to include specified time at SEMC and to serve as a resource person to existing classes.	1. Invitations from school districts to develop workshops based upon their needs. 2. Attitudinal and cognitive scores will be assessed pre and post to measure attitudes and knowledge regarding their problems. 3. Follow-up activities of school districts who have requested workshop to determine impact and utilization of presentations.

Objectives	Training Activities (Vehicle)	Evaluation
14. To provide follow-up in-service training for participants who were trained during the first year operation on the Institute.	1. All participants will be invited to attend a week end retreat at the D.H. Lawrence Ranch. 2. Mini-conferences will be held at individual schools upon request. 3. Present Institute participants will conduct in-service training upon request by ex-Institute members.	1. Discussion and problem solving activities will be presented at retreat. 2. Individual needs will be assessed and procedures for "impact" will be investigated. 3. Pre-post test analysis of teacher interaction will be determined. 4. Recording of invitations by district schools and number of follow-up activities will be conducted.
15. To assist in the design and development of teacher preparation within the College of Education to include a course of study in the characteristics of handicapped children.	Participants will accept invitation to speak to regular education classes. Soliciting of engagements to meet with regular education classes by director. Members of regular secondary and elementary staff are included in Advisory Board.	1. Invitation to speak to regular education training classes. 2. Implementation of Special Education in elementary training program. 3. Reaction of regular education faculty will be assessed informally. Regular education faculty will be invited to make recommendations and suggestions to project.

Objectives	Training Activities (Vehicle)	Evaluation
16. To aid the local school district in the development of a community council which is composed of parents as well as educators.	1. Constant communication with public school personnel by project director and staff. 2. Public school personnel will serve on Advisory Board of project. 3. Utilization of community people within "resource rooms" established by the project. 4. Direct feedback from community people via project or members of community on project Advisory Board to public school personnel.	1. Implementation of a parent council to work closely with public school Advisory Board. 2. Invitation from public schools to become actively enaged in the policy board by Institute director. 3. Utilization of community people as teacher aides by invitation of public schools.
17. To develop units on cultural diversity that will enable regular classroom teachers to become "aware" of any unique socio-economic, geographic, or cultural problems related to Special Education in the regular classrooms.	1. Participation in cultural awareness seminars designed to acquaint participants with unique socio-economic, geographic, or cultural differences which play an integral role in the education process. 2. Participation in sensitivity training relating to cultural awareness. 3. Utilization of films, guest speakers in combination with community experiences within the *Barrios*.	1. Development of community experience activity on cultural diversity by participants. 2. Pre-post test of attitudinal change utilizing semantic differential techniques. 3. Individual assessment on units of cultural diversity.

S.S.21

A COMPETENCY-BASED MODEL TRAINING PROGRAM

Dr. Howard S. Adelman
University of California, Riverside
Riverside, California 92502

BEH **1971** **Implementation** **Addition**

Objectives

The primary purpose of this project is to implement, evolve, and evaluate a competency-based model training program. The Master's Degree level personnel enrolled in this program will be trained to assume leadership (change agent) roles in school districts, particularly with reference to providing better educational opportunities for pupils with learning and behavior problems. In this connection, the program will emphasize knowledge, skills, and attitudes related to assessment, program planning and implementation, consultation, supervision, and research; and will prepare personnel who are equipped not only to provide direct services for pupils, but who also are able to function as pre and in-service educators, and as intelligent consumers of and participants in research. By the time they complete the program, each participant will have to demonstrate via actual performance in the public schools and in written and oral evaluation sessions that he/she has acquired at least the minimal level of competency necessary for on the job success, as judged by the professorial and supervisory staff as well as by outside experts. It is our intention that this program provide a highly visible model demonstrating a specific (and evolving) conceptualization of training. At the end of the project, a manual will be prepared detailing the program's propositions and goals, content and process, as well as the procedures used for evaluation so that other programs may adopt all or part of the model.

Philosophy

Based on our analysis of the basic isssues and problems in training educational professionals and our experimentation in the field, it is our view that a model training program should be guided by a set of propositions and long range goals which emphasize the need to prepare individuals who are not only technically competent, but who are effective members of society and of a profession which has a unique role to play in that society. The content of such a program is conceptualized in terms of the competencies needed to perform this unique professional role, rather than courses, units, and hours. The process to be employed in developing the needed competencies involves coordinated and integrated academic, observational, and participatory experiences, with special emphasis on utilizing a comprehensive apprenticeship-like model whenever it is appropriate and feasible and on accommodating individual differences among program participants.

It is our intention that the professionals we train will have a significant impact on improving the educational opportunities of a wide range of youngsters, including

those with learning or behavior problems or both. We will take the position that a given youngster's success or failure in school is a function of the interaction between his strengths, weaknesses, and limitations and the specific classroom situtational factors he encounters. With regard to youngsters who manifest school learning/behavior problems, the trainees will be concerned primarily with pupils who in California often are categorized as educationally handicapped (elsewhere such pupils are labeled as learning disabled or emotionally disturbed); they also will be concerned with so-called disadvantaged pupils. Our view of the pupil populations categorized as learning disabled, emotionally disturbed, educationally handicapped and disadvantaged is that each consists of three major subgroups of youngsters with learning problems. These subgroups include at one end of a continuum those youngsters who actually have major disorders/deficits interfering with learning and at the other end of the continuum those whose problem stems primarily from the deficiencies of the learning environment; the third group encompasses those youngsters with minor disorders/deficits who, under appropriate circumstances are able to compensate for such handicaps. To meet the instructional needs of the youngsters in each of these three subgroups, the trainees will be taught a set of sequential and hierarchical teaching strategies which may be used in both regular and special classroom instructional programs.

Procedures and Evaluation

With regard to the details of how the model will be implemented:

In brief, this demonstration, training, and research program is conceived of as a two year project during which (a) two consecutive groups of teachers will be trained and (b) the program will be evaluated. During the first year, the program will be implemented and continuously evaluated, with relevant changes made as indicated. The second year of the project will be used to gather follow-up evaluative data on and from the first group of trainees, as well as to implement the revised program for a second group of trainees. At the conclusion of the second year, a manual will be prepared detailing the general characteristics of the prototype, as well as the program's specific propositions and goals, content and process, and evaluative procedures.

The training will evolve (a) formal academic experiences, e.g., lectures, readings (6-8 hours/week); (b) practical experiences, e.g., actual and simulated observational and supervised participatory experiences (17-18 hours/week); and (c) various "informal" experiences, e.g., meetings (2 hours/week). More specifically, each trainee will be involved in class at the University approximately 6-8 hours each week, in practicum situations approximately 15 hours/week (with at least 10 of these hours actually in school classrooms), and in supervisory "feedback" sessions 2-3 hours/week. In addition, to facilitate coordination and integration of these various experiences, as well as to provide for continuous evaluation of the program and for general problem solving, the professorial and supervisory staff will meet 2 hours per week for discussion with the trainees as a group.

Basically, the evaluation model upon which we are designing our evaluative efforts is an adapted version of Stake's (1967) model for evaluating educational

programs. We will attempt to assess the program's impact (a) on the participants, (b) on the pupils on whom they have an impact, and (c) on their school districts and/or on any institution of higher education. To this end we will attempt to gather relevant data (e.g., ratings, tests, questionnaires, systematic records of specific accomplishments) using as sources (a) the trainees themselves, (b) the training staff, (c) other persons with whom the trainee interacts or who experience the impact of the trainees' activities (teachers, pupils, parents, principals, subsequent employers), and (d) outside experts. To provide appropriate standards for comparison, we hope to use (a) a traditional type of control group, (b) participants enrolled in another type of special education Master's Degree program, and (c) the performance of "experts." The primary emphasis in analyzing the data will be on describing and judging the congruence between stated instructional objectives and what is accomplished, but there also will be an effort made to detect possible major (positive and negative) side effects.

Literature Influencing Project

With regard to teacher education, the list of references which has influenced the development of this project would be extensive (and in some instances misleading since the influence of some references was not constructive). The project generally grows out of the director's longstanding interest in teacher education and specifically was stimulated by the research in which he has been involved and by an analysis of teacher education which he made as part of a Title V project.

References in: Adelman, Howard S. *Teacher education and the educationally handicapped: Some basic issues and some partial answers.* Topic Draft Submitted in Connection with ESEA, Title VI-B, Project No. S-006-0000-768/002, California State Department of Education, Division of Special Education, July, 1970 (Available through ERIC Clearinghouse on Teacher Education).

With regard to evaluation, the single most influential reference was: Stake, R. E. The countenance of educational evaluation. *Teachers College Record,* 1967, 68, 523-540.

A more general source which was useful is: R. Tyler (ed.). *Educational evaluation: New roles, new means.* The 68th Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press, 1969.

MODEL INSTRUCTIONAL PROGRAM FOR HANDICAPPED CHILDREN: NORTH SACRAMENTO SCHOOL DISTRICT

Dr. Robert Bradfield and Mrs. Josephine Brown
San Francisco State College
San Francisco, California

ESEA Title III **1969** **Implementation** **Addition**

Objectives

Mission Objective

To initiate a program for handicapped pupils in three regular classrooms which would result in no differences in the academic achievement, interpersonal behavior and self-concept (as measured by designated instruments), between the handicapped in the Project Classes and those in traditional Special Education classes.

Specific Behavioral Objective

1. No difference in the median gain score on a standarized achievement test of the handicapped pupils in the model class and handicapped pupils in the traditional special education class.
2. Improvement at the .05 level of significance of the handicapped in interpersonal behavior and self-concept as measured by the Quay Behavior Rating Scale and the Semantic Differential Tests.
3. No difference in the median gain scores, as measured by a standardized achievement test, in the performance of normal children in the two model (grades 3 and 4) classes and children in regular classes (Control groups, grades 3 and 4).
4. To increase the competency of 10 inservice participating regular classroom teachers to individualize instructions, as measured by pre and post surveys showing the number of children for whom they individualize instruction.
5. To improve the attitude of the ten inservice regular class teachers toward handicapped pupils at the .05 level of significance, as measured by a Semantic Differential Test.
6. Child self management through the use of precision charts.

Procedural Objectives

1. To improve the use of precision teaching techniques, through instruction for handicapped pupils in three regular classrooms to the extent that no differences in academic achievement, interpersonal behavior, and self-concept (as measured by precision charts and other designated instruments) will be observed between the experimental groups and those in the control groups.

Concomitantly, to improve instruction for the normal pupils in the experimental group to the extent that no differences in academic achievements will be observed between them and the regular third and fourth grade pupils in the control groups.

2. To prepare a retrieval system of sequential materials which will result in pupils' academic growth as measured by the California Achievement Test and the Wide Range Achievement Test to the extent stated in preceding paragraphs.
3. To improve competency of the project teachers in providing a reading program for project pupils which will result in median reading scores on the Wide Range Achievement Test and the California Achievement Test equal to the median scores of their control counterparts.
4. To change in a positive direction the attitude of 10 regular classroom teachers toward the handicapped as measured by a pre and post Semantic Differential Test; and to increase the number of pupils for whom they plan individual programs as measured by pre and post surveys.
5. To evaluate project results by comparing pre and post testing data in academic achievement, growth in social interaction, and changes in self-concept.

Philosophy

If one accepts individualized instruction as a basic educational procedure for all children, then the special class concept becomes outmoded. An adequately individualized program which allows the special child to remain in the natural environment is felt to be both an educational and a moral imperative.

Procedures and Evaluation

Three educationally handicapped and three educable mentally retarded children are combined with twenty-four regular class students in each of three grades –3, 4, and 5. Precision teaching procedures, learning centers, and some program instruction and peer tutoring are utilized. One teaching assistant is added to each class. Teachers are regular classroom teachers. Control groups of both regular and handicapped children are maintained. Evaluation procedures include precision measurement charts as well as pre and post tests in academics, behavior, and attitudes.

Literature Influencing Project

Lindsey, Ogden. *Precision teaching.* University of Kansas: dna.

TRAINING PROGRAM FOR THE PREPARATION OF CURRICULUM SPECIALISTS FOR EXCEPTIONAL CHILDREN

Dr. Austin J. Connolly and Dr. Edward L. Meyen
University of Missouri-Columbia
Columbia, Missouri 65201

BEH **1970** **Planning** **Addition**

Objectives

The major goal of this project is to develop a performance-based prototype training model for preparation of curriculum consultants capable of developing and improving instructional programs for exceptional children. A secondary goal is that the prototype model, as well as the curricular input, will be highly generalizable to other institutions of higher education. The emphasis will not be on training supervisors or administrators, although administrative and supervisory skills may be among the competencies to be developed. Rather, the focus will be on the evaluation and developmental processes of curriculum design and the improvement of instruction. It is anticipated that these people will be employed by local or intermediate school districts and instructional materials centers.

Philosophy

The following represents the philosophy of our project:

1. The training program will be performance-based.
2. The curriculum content will result from competency studies rather than assumptions.
3. The skills and concepts will be generic across categories.
4. The program will be at the graduate level but non-degree in nature.
5. Trainees will be able to specify their goals within the realm of the training program.
6. Trainees will be prepared to function primarily within educational settings serving handicapped children rather than special programs *per se.*
7. The emphasis will be on the provision of training through field experience.

Procedures and Evaluation

1. Competency studies: A universe of competency statements relative to the role of a curriculum consultant was generated as the result of reviewing the literature, conducting a series of interviews in three midwestern states, and tapping expertise of selected individuals. An instrument was then designed to obtain rankings relative to importance and trainability on each of 100 competency statements. The sample for the survey included representative school personnel from 24 school districts in 11 midwestern states. The school dis-

tricts were stratified based on enrollment. The size of the sample included 720 and a return rate of 85% was received.

2. Clustering of competencies: The competencies were then clustered according to a two dimensional model. The dimensions involved functions and context.
3. Identification of modules: The clusters will be analyzed to determine the modules which need to be developed as a mode of instruction in the various clusters of competencies.
4. Module development: Instructional modules will be developed as a means of structuring the curriculum content. Although the modules will represent independent elements of instruction, they will also be structured into instructional units which represent several competencies.

Literature Influencing Project

1. Performance-based training models in elementary education at the following institutions: Michigan State. Toledo, Florida, Com Field, Teachers College Columbia, Massachusetts, Georgia, and Syracuse.
2. Florida State University Special Education Program.
3. Products from the Northwestern Regional Laboratory.
4. The Center for Vocational and Technical Education.
5. Teaching Research at Oregon College of Education.
6. Southwest Minnesota State College.
7. Western Washington State College.
8. A wide variety of technical reports relative to criteria measures, module development, and behavioral objectives.

AN INTEGRATED TRAINING PROGRAM FOR IN-SERVICE AND PRE-SERVICE TEACHERS IN A SYSTEMS APPROACH TO HOME INSTRUCTION

Dr. Frances P. Connor and Dr. Abraham J. Tannenbaum
Teachers College, Columbia University
New York, New York 10027

BEH **1971** **Planning** **Addition/Replacing**

Objectives

1. To develop a prototype training model and procedures by which the effectiveness and efficiency of the model can be implemented and evaluated.
2. To facilitate the change in instructional format, the integration of the homebound population into a regular or special classroom setting.
3. To investigate the effects of increased parent-child interaction.

Philosophy

Teacher preparation programs focused on a child population with a single disability become less appropriate as increasingly handicapped children are being provided the education to which they are entitled. We are concerned that teachers of homebound children who have traditionally been prepared, licensed and certified to work with physically disabled children are working with populations of children, 46 percent of whom are designated as "emotionally distrubed," with no evidence of unusal physical deviation. We believe that many of these children, with the intervention provided by the in-service teachers and graduate students, will be better able to participate in educational programs with their peers than will other children homebound for school purposes. We believe also that teachers assigned to home instruction maintain their professional identity through contact with colleagues.

Procedures and Evaluation

Step A

1. Students will at the end of the first year's training program demonstrate classroom application of competencies in assessment, setting behavioral objectives, selecting and implementing instructional strategy, and evaluating instructional treatment.
2. Students will at the end of each four-hour training session: (a) perform specified tasks at a predetermined level of competency, and (b) assess the various procedures used to present content.
3. Student rating of perceived usefullness of content and skills presented.

Step B

1. Determine pre- and post-test changes in areas of: academic achievement, language development, internal-external locus of control, attitude toward school, self image.

2. Determine the percentage of the homebound population who have been placed or who have met the criteria for placement in a classroom setting.

Step C

Determine pre- and post-test change in parent attitude toward and level of expectation for their child.

Literature Influencing Project

Rusalem, Herbert & Jenkins, Shirle. Attitudes of homebound students toward return to regular classroom attendance. *Exceptional Children*, 1961, 28, 71-4.

Wolinsky, Gloria F. A special education problem–home instruction: Status, issues and recommendations. *Exceptional Children*, 1970, **36**, 673-4.

Tannenbaum, Abraham J. *The taxonomic instruction project.* Research and Demonstration Center for the Education of Handicapped Children, Teachers College, Columbia University, New York, June 1970.

Connor, Frances P. *The education of homebound and hospitalized children.* New York: Teachers College Press, 1964.

Connor, Frances. Education of children with chronic medical problems. In Cruickshank & Johnson, (eds), *Education of exceptional children and youth.* Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1969.

DEVELOPMENT OF A UNIVERSITY FIELD STATION: CONTINGENCY MANAGEMENT RESOURCE CENTER

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Minneapolis, Minnesota 55455

BEH **1971** **Planning** **Addition**

Objectives

1. It will provide practice at functioning in the roles associated with Levels I-IV of the "Cascade System of Special Educational Service."
2. It will provide practice at functioning in a program which organizes services around "performance deficits" rather than category of handicap.
3. It will provide on-site instruction and practice in how to continuously monitor pupil progress; how to make selection, placement and instructional decisions based on continuous monitoring; and how to provide accountability data based on continuous monitoring of progress.
4. It will provide on-site instruction and practice in the applications of contingency management techniques in all of the roles associated with Levels I-IV of the "Cascade of Services" model.
5. Provide resources for in-service or continuing education programs to persons not enrolled in degree or certification programs in Special Education.
6. Provide opportunities for financial support for advanced graduate students enrolled in University programs.
7. Provide some opportunities for curriculum development, evaluation, supervision, and research which would not otherwise be available to advanced graduate students and faculty.
8. Demonstrate a Special Education system in which the Levels of service described in I-IV of the "Cascade of Services" model are coordinated, with personnel operating in differentiated roles based on service need rather than category.

Philosophy

The project is non-categorical and interrelated in several respects: First, the children to be served will be described through continuous monitoring of selected academic and social behavior without regard for traditional categories; second, services will be organized around measured academic and social performance "variations" rather than handicapping conditions; and, third, professional training will be given in functioning within roles defined both by service levels in the "Cascade System of Special Education Services" and by type of performance "variation." Traditional categories simply will not be useful for organization and operation of the Field Station.

Procedures and Evaluation

To achieve the objectives of the proposal, an agreement regarding the development of the Field Station will be negotiated with the Minneapolis Public Schools. A program director will be selected to have primary or joint appointment with the University Department of Special Education. A functional organizational plan will be developed and a site will be selected. Staff will be selected and oriented. A school program will be developed which will look most like the "learning centers" developed by Taylor, Artuso, and Hewett at Santa Monica, California; but that plan will be modified considerably to meet existing requirements.

The program will begin on a very small basis in the fall of 1971 and be enlarged as planning and development proceed. Students enrolled at the MA and post MA levels will be involved in all phases of development–first, in planning and second, in working with students. A good deal of emphasis at first will be on programming, and reintegration of "special" students. These monitoring systems will be drawn from the work of Quay, Hewett, Lovitt, and others. Continuous monitoring will enable continuous evaluation making evaluation an integral part of the program rather than an external component.

Literature Influencing Project

Deno, E. Educational aspects of minimal brain dysfunction in children. *In Proceedings of the Sixth Delaware Conference on the Handicapped Child.* Alfred I. Dupont Institute, Wilmington, Delaware, 1968, 41-65.

Hewett, F. Handicapped children and the regular classroom. In *Exceptional children in regular classrooms.* Leadership Training Institute (EPDA), University of Minnesota, Minneapolis, 1970, 68-70.

Lovitt, T. The use of direct and continuous measurement to evaluate reading materials and pupil performance. *Focus on Exceptional Children,* 1970, 2(6).

Millman, J. Reporting student progress: A case for a criterion-referenced marking system. *Kappan,* 1970, 52, 226-230.

Morse, W. Accommodating special pupils in regular classes. In *Exceptional children in regular classrooms.* Leadership Training Institute (EPDA), University of Minnesota, 1970, 39-42.

TRAINING REGULAR TEACHERS TO HANDLE THE SPECIAL NEEDS OF CHILDREN IN THE CLASSROOM

Dr. Ruth W. Diggs
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Norfolk, Virginia 23504

BEPD **1969** **Implementation** **Addition**

Objectives

Program Content

1. To continue to develop approaches to the training of pre-service or the re-education of experienced teachers so as to enable them to deal more effectively with handicapped children in the regular classroom.
2. To work with the Head of the Elementary Education Department and others concerned in effecting change in both elementary and special education training programs in order to achieve goal #1.
3. To provide, improve and enrich educational experiences for handicapped children in the regular classroom by training regular classroom personnel in procedures for individualization of instruction.
4. To aid teachers, administrators, and teacher educators in acquiring information about the research, processes, practices, and functions of the field of special education.
5. To aid parents in developing the ability to solve family living and social problems which affect the learning process of young children.

Project Objectives

1. Forty trainees including administrators will develop skills in identifying, diagnosing, prescribing, initial remediation, and teaching a retarded child placed in their classrooms. Specific competencies shall be related to diagnostic and instructional procedures in reading.
2. Forty trainees will develop skill in designing the appropriate strategies for changing the attitudes and the organization of an elementary school directed toward installing a "resource system" for ending specialized forms of instruction.
3. Forty trainees will develop the ability to assist in the design and development of teacher preparation course materials which extend the resourcefulness of regular classroom teachers in diagnosing and treating learning problems of elementary school children in reading, mathematics, language-arts, and other academic areas.
4. Trainees will develop the ability to effectively orchestrate individualized teaching for a class of specified number of youngsters which includes at least ten percent special education students, as measured by a Director-made scale.

5. Parents will develop the ability to deal more effectively with teachers and the community at large in meeting the family living and social needs of their children, as measured by Director-made scales and observation.
6. The Project Staff will demonstrate evidence of institutional impact by: (a) retaining the services of permanent faculty or research position, and (b) studying and continuing to revise course offerings designed to prepare prospective regular class teachers to handle the special needs of children in the regular classroom.
7. The Project Staff will continue to work toward the establishment of a formal communication network among the community, its agencies, and the project, whereby goals and objectives can be disseminated.
8. Children enrolled in the classrooms of the participants will respond more effectively in the areas of reading, arithmetic, etc., as measured by the Stanford Achievement Test.

Performance Objectives

1. After three months in the project, the trainees will demonstrate competence in six pre-identified reading skills when observed instructing an educationally handicapped child over a half-hour period.
2. Upon completion of six months of the project the trainees will develop and demonstrate a two-three hour workshop for presentation to regular classroom teachers on "The Handicapped Child in Your Classroom."
3. Prior to the completion of the project, the trainees will write, field test, and revise a brief teacher checklist (based upon teacher feedback) designed to identify specific gross hearing difficulties of elementary school children.
4. At the three-quarter point, the trainees will successfully integrate an educationally handicapped child into the activities of the children enrolled in a regular classroom as measured by 10% improvement increments on monthly sociograms by effectively using techniques of operant conditioning.
5. Upon completion of the project parents will respond positively to teachers, their children, and community agencies designed to help them lead better lives.
6. Upon completion of the project most of the children will achieve close to or at their grade level if there are no unremedial handicapping conditions.

Procedures and Evaluation

In terms of teacher goals, it was hoped that teachers associated with the program would increase their skills in developing and using new curricular materials, and modifying instructional techniques to include innovative pedagogy and materials and to develop some leadership and expertise in curriculum reform and research. All of the student goals revolved around activities which would permit "maximum involvement" of the student in the academic and educational process.

Literature Influencing Project

1. Dr. Gunnar Dybwad–Legal Aspect of Special Education (Consultancy).
2. Dr. Robert Filep–Institute for Educational Development (Evaluation).
3. Dr. J. E. W. Wallin–*Education of the Mentally Handicapped Children* (Reference Book).
4. Dr. Malcolm Davis, Dr. Marguerite Follett, Mr. Edward Moore–U. S. Office of Education–BEPD Consultants.
5. Dr. A. J. Pappinikou, Dr. John Cawley, University of Connecticut.
6. Dr. James D. Beaber, Ohio State University.
7. Dr. Phil Barck, Director of Research State Department of Education Santa Fe, New Mexico; Former Director of Field Services EPIC Evaluation Center, University of Arizona at Tucson, Arizona–Evaluation and Writing Behavioral Objectives.
8. LTI Site Visit Teams–General reference, information, and suggestions.
9. Professional trip to other projects and to Scotland, England, Wales to observe educational programs in infant schools.

A NON-CATEGORICAL MODEL FOR TRAINING SPECIAL EDUCATION TEACHERS

Dr. Alan R. Frank
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BEH (not yet funded) **Planning & Implementation** **Addition**

Objectives

1. To give mildly handicapped children a chance to remain with their age mates in regular elementary classrooms.
2. To suggest to public schools a method of providing mildly handicapped children with an appropriate education in the regular elementary classroom.
3. To train teachers of the mildly handicapped who are equipped to function as members of elementary school teaching teams.
4. To evaluate the effectiveness of these specially trained teachers.

Philosophy

The Division of Special Education at The University of Iowa adheres to the point of view that the educational problems of a child may be due as much to the educational setting in which a child resides as to the limitations of the child himself. We believe a starting point for providing services to a particular child occurs when that child's teacher indicates that the child is not successful in her class. Further, we believe a child with a learning problem should not be automatically labeled and excluded from the regular classroom. There may be methods of coping with that child in the regular classroom.

Procedures and Evaluation

1. To form an Advisory Committee composed of public school officials who are interested in alternatives in special education.
2. To develop three blocks of courses to be taken by special education majors. These blocks will incorporate numerous practicums at the sophomore and junior levels, as well as a full semester of student teaching during the senior year. The clinical or prescription approach to teaching will be stressed.
3. To follow up teachers trained under this non-categorical model and compare them with teachers trained under more conventional models.

Literature Influencing Project

Deno, E. Special education as developmental capital. *Exceptional Children,* 1970, 37, 229-237.

Dunn, L. M. Special education for the mildly retarded–is much of it justifiable? *Exceptional Children,* 1968, 35, 5-22.

Policy statements: Call for response. *Exceptional Children,* 1971, 37, 421-433.

Rosenthal, R., & Jacobson, L. F. *Pygmalion in the classroom.* New York: Holt, Rinehard, and Winston, 1968.

A MODEL FOR INTEGRATING SPECIAL EDUCATION INTO REGULAR CLASSROOMS

Dr. Terry D. Fromong and Dr. Daniel Kelleher
University of Puget Sound
Tacoma, Washington 98416

Local District and State Office **1967** **On-going Program** **Addition**

Objectives

1. To provide a relevant educational experience for every child regardless of the education system (elimination of all self-contained special education classrooms and elimination of classical clinical labels for special children).
2. To insure that the educational resources of the district were equally available to all children.
3. To maximize the efficiency with which the district utilized specialized personnel by establishing a perpetual inservice training program to insure that specialized skills were translated into regular classroom procedures.
4. To explore new roles and to redefine existing roles (counselor, psychologist, speech therapist, etc.) through task analyses to insure availability of skills and resources to accomplish the above.

Philosophy

A well-managed regular classroom should be able to deal effectively with all children. Therefore, all funds and staff earmarked for "special" children should be used to support regular classroom teachers in preparing and implementing programs and materials that will maintain each child in a productive program within the regular classroom.

We feel that the process of labeling some children as special or handicapped and then putting them into separated classrooms sets in motion a long-term process that increasingly alienates the child from the mainstream of society.

Procedures and Evaluation

Assisted the district in making a transition from traditional self-contained special education classrooms to a completely integrated system over a three-year period, through reassignment and retraining of special education and other support personnel.

Literature Influencing Project

1. Reinforcement theory.
2. Family theory.
3. Systems theory.
4. Existentialism.

CONSULTING TEACHER PROGRAM

Dr. Wayne L. Fox
University of Vermont
Burlington, Vermont 05401

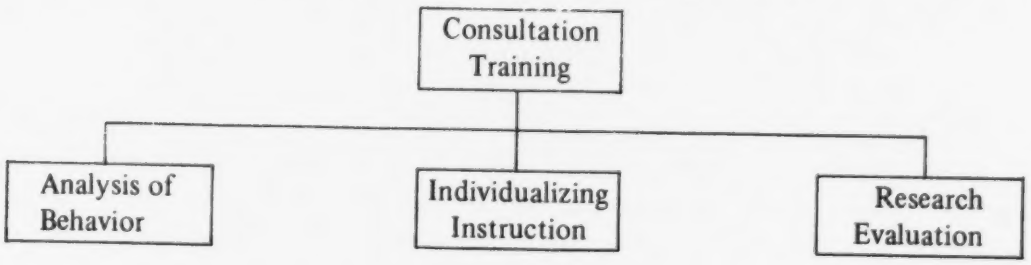
BEH University of Vermont, State Dept. Educ., Local School Districts
1970 Implementation Replacement

Objectives

The objective of the Consulting Teacher Program is to prepare educational specialists who will serve handicapped learners and their parents by training and consulting with regular and special classroom teachers. The handicapped population that the graduate of this program will serve includes children in regular and special classrooms who have been traditionally labeled emotionally disturbed, learning disabled, and/or mentally retarded. Graduates of the Consulting Teacher Program will have completed a two year program including heavy practicum responsibilities and a full year's internship.

The training program has been divided into four learning modules.

Consulting Teacher Program Learning Modules



The specific objectives for each learning module are:

Consultation/Training Module

The student will consult with parents, teachers, and administrators to help them serve 32 handicapped learners as demonstrated by measured, behavioral changes in these learners.

The student will prepare and conduct a workshop on individualizing instruction and analysis of classroom behavior. School administrators, teachers, paraprofessionals, parents, and college undergraduate and graduate students may be participants in the workshop.

The student will prepare practica involving applications of individualizing instruction and analysis of classroom behavior acceptable to the Universtiy's Special Education Program as 12 graduate credit hours toward an in-service Master of Education Program to prepare Master Teachers with special education skills.

The student will make formal and informal presentations describing the training of consulting teachers, the role of the consulting teacher in the school, data from service projects performed by the student consultees, and other related topics when called upon to do so. Presentations may be given for various special interest groups, school personnel, and other professionals.

Analysis of Behavior Module

The student will demonstrate his knowledge of the terminology and principles of the analysis of behavior by helping teachers and parents modify the behaviors of handicapped learners in the classroom setting as demonstrated by reliable measures of learners' behaviors. These applications of analysis of behavior will focus on: (a) reinforcement, (b) scheduling, (c) errorless discrimination.

Individualizing Instruction Module

The student will help teachers develop individualized sequences of instruction in the major areas of the elementary curriculum, with priority given to language and arithmetic behaviors. Sequences must include measurement of entry level skills, derivation and specification of instructional objectives, selection of relevant learning materials, and measuring of pupil progress. Sequences of instruction must be implemented with selected pupils and must include reliable data indicating successful completion of the sequences. A written evaluation of one instructional sequence must be presented to and approved by the Special Education Program faculty.

Research Evaluation Module

The student will evaluate research relevant to the education of handicapped learners according to the following criteria: applied, behavioral, analytic, technological, conceptual, effective, and generality (Baer, Wolf, & Risley, 1968).

The student will adapt research meeting the above evaluative criteria to permit application of the research procedures to handicapped learners.

Through consultees, the student will apply adapted research to handicapped learners with regular measures of learners' behaviors, which reflect the effectiveness of the adaptation.

Philosophy

The Consulting Teacher Program is based upon a behavioral model of education which asserts that handicaps are to be sought in the learning environment rather than in the child. A basic premise of the model which is strongly supported by applied behavioral research is that a student's educational progress is a function of his learning environment. A second, major premise is that applications of the principles of the behavioral model of education allow humane and effective education in regular classrooms for a large majority of handicapped children. In the behavioral model, the classroom teacher is accountable and responsible for every child's educational progress with the consulting teacher serving in an instructional, supporting role. The consulting teacher assists the teacher in arranging the classroom environment so that handicapped learners will attain the school's minimum educational objectives.

Procedures and Evaluation

A number of specific instruction units have been developed for each learning module. The units have the same general format as the following sample:

Individualized Instruction Module
Reading Procedures

Instructional Objective

The student and a partner of his choice will work together to develop and administer the reading procedures for word recognition, oral reading and accuracy, and comprehension described in the paper by Burdett and Fox (1971). The student and his partner will be required to:

1. develop and administer an entry level test in word recognition, oral reading accuracy, and comprehension to at least one handicapped learner;
2. prepare the necessary learning materials for the word recognition, oral reading accuracy, and comprehension procedures;
3. prepare the necessary data sheets and graphs for the word recognition, oral reading accuracy, and comprehension procedures;
4. administer the word recognition, oral reading accuracy, and comprehension procedures to at least one handicapped learner for a minimum of 10 sessions. The student's partner must provide reliability measures for the different procedures in a minimum of 5 of the sessions;
5. prepare a graph for each procedure showing the pupil's performance across the 10 sessions; and
6. prepare an evaluation and critique of the reading procedures for word recognition, oral reading accuracy, and comprehension.

Activities

1. Data sheets for word recognition may be obtained from your instructor. Sample word lists, word cards, oral reading accuracy data sheets, comprehension data sheets, comprehension questions, etc., may also be obtained from your instructor.
2. There will be several discussions concerning reading procedures and measurement scheduled at various times during the school year. Exact times and dates will be announced in advance. It is recommended that students plan to attend these discussions.

Practicum

Students should arrange their practicum with their supervisor. Practice may include special or regular classes or an individualized tutoring situation. Note that an appropriate "partner" may be the classroom teacher, aide, consulting teacher, principal, or another student.

Each instructional unit specifies an instructional objective as well as suggested activities, references, and practice experiences which will help achieve that objective.

Some units contain specific entry level tests for the students, while other units require that the student complete all requirements made by the specified objective. The student's progress through the various units is self-paced, and each unit must be mastered before going on to the next. Satisfactory completion of all instructional units indicates attainment of the modular objective. Consulting teachers-in-training who are experienced elementary and special class teachers begin their study in the summer and continue on for two additional academic years. The complete training program is composed of 60 graduate credit hours with 15 of these hours in formal coursework, 21 hours of practica, and 24 hours of supervised internship in a Vermont school district.

The individualizing instruction, analysis of behavior, and research evaluation learning modules are enabling objectives for the achievement of the consultation/ training module. During the course of their training to be Consulting Teachers, students must demonstrate their ability to modify the behavior of 32 handicapped learners. Students must provide reliable data indicating significant, beneficial changes in the behavior of handicapped learners. Upon completion of modular objectives the student receives a Master of Education degree in special education.

Literature Influencing Project

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COMPLEMENTARY TEACHER PROJECT: AN UNDERGRADUATE TEACHER TRAINING PROGRAM SERVICING SPECIAL EDUCATION NEEDS OF THE PUBLIC SCHOOLS WITH A SCHOOL-BASED INTERVENTION APPROACH AND AN INTERRELATED FRAME OF REFERENCE

Dr. Rita Ives
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Washington, D. C. 20006

BEH **1971** **Implementation-Evaluation** **Addition**

Objectives

Our philosophical premise logically leads to the following statement of objectives: (a) To train teachers who can effectively function as a supportive, complementary special education service to the efforts of regular elementary education; and (b) to produce a Special Education Complementary Teacher who by virtue of her service keeps an impressive percentage of exceptional children in the regular classroom and out of situations that "label and sidetrack" children with special needs.

Philosophy

The philosophy undergirding this program is expressed in the following statements: (a) We believe that all children deserve "an equal educational opportunity." (b) We believe that the above statement is facilitated by efforts to keep handicapped children in the regular classroom. (c) We believe that a large percentage of special education candidates can be kept in the regular class if special education school-based intervention programs support and complement services of regular education.

The role conceived for a graduate of this program is that of Special Education Complementary Teacher. The word "complementary" is defined in *The Oxford Universal Dictionary* as "that which, when added, completes a whole." Exceptional children, for whom the regular educational channel has failed, are in need of a service that "when added, completes a whole." The Special Education Complementary Teacher acts to fulfill this need.

We believe a continuum of special education services is needed to serve the range of disabilities confronting public education. The service offered by the Special Education Complementary Teacher is one such service within this range of services. The children to be served represent children suffering from various handicaps. The following characteristics represent a partial list of the empirical traits of these children. The Special Education Complementary Teacher serves those children who: evidence school failure as a life-style and for whom the regular classroom channel has failed. Evidence wide discrepancy, in school achievement, children who function normally in certain areas of the curriculum but who fail in others and for whom the regular education channel is not enough to make the difference.

Evidence acting-out, angry behavior–those children who spend many school hours standing outside the classroom door or in the principal's office–and for whom a complementary special education service is deemed essential by all school personnel. Evidence withdrawn, retreating behavior and for whom the classroom teacher utters the plaintive cry, "If I only had more time." Evidence absentee problems and for whom the regular class fails.

We also believe that in every public school there are children whose special education needs elude categorization and whose needs go unserved. The Complementary Teaching Model is conceived as one way to minister to those unserved needs.

Procedures and Evaluation

The Complementary Teacher Project is an undergraduate minor consisting of 24 credit hours. The core of the program is a demonstration seminar held bi-weekly in a District of Columbia Public Elementary School. This is a three hour session that combines theory and the "real world" of the classroom. The experiences encountered working with children provide the "reality" to which is tied the psychological, sociological and pedagogical theory of the other more academic classes. Six credit hours of pre-professional internships are required beyond the twice weekly demonstration seminar. A final student teaching practicum in a school-based intervention program is completed in the senior year. The emphasis of this program is a synthesis of the academic and practical training deemed essential in the production of competent, creative special education professionals.

Approximate Research Design: Complementary Teacher Training Program – 1971-72

Pre-Post Design

Initial Testing: October, 1971
Mid-Testing: May, 1972
Final Testing: May, 1973*

Measurements of Humanism

Instrument	Intent
The Holtzman Inkblot Technique	To assess general perceptual style
Tennessee Self Concept Scale	To assess level of self esteem
Philosophies of Human Nature Scale	To assess beliefs regarding human nature and the complexity of human nature.
Attitude Toward Disabled Persons Scale	To assess degree of acceptance of human deviancy

Measurements of Professionalism

Instrument	Intent
National Teachers Exam	Measurement of teaching proficiency
The Ives Test of the Arts and Skills of Teaching**	Measurement of proficiency of the teaching arts and skills emphasized in the complementary teacher training program
The Ives Psycho-Social Assessment Scale	Measurement of sensitivity to the psycho-dynamics of the classroom
Attitude Toward Education Scale	Measurement of a permissive-progressive attitude toward education

*The major thrust of the complementary teacher training program is presented in the junior year of the undergraduate program. It is therefore essential to assess the training at the onset and termination of the junior year.

During the senior year students take the remaining 9 hours of their 24 hour training in special education. Six of these 9 hours represent the final student teaching experience. The impact of the student teaching experience necessitates an additional assessment. At the end of the senior year, instruments of measurements selected from the total battery will be administered at that time—only those instruments deemed most enlightening by virtue of their past performance in the research effort.

**The Ives Test of the Arts and Skills of Teaching is in construction. It is a series of true-false, completion and essay-type questions concerned with the areas of:

1. pupil assessment in each of the academic areas
2. curriculum adjustments to individual needs
3. creative programming
4. the "art" of teacher performance
5. the relationship of education, sociology and psychology as viewed in the classroom frame of reference. The Ives Test is designed to assess those areas of teacher skill and sensitivity that find emphasis in the complementary teacher training program.

Sample

Two groups will be used for this study. Both groups are composed of undergraduate students (juniors) enrolled in The George Washington University's Department of Elementary Education The experimental group is composed of 20 students majoring in elementary education and minoring in special education. The comparison group consists of 20 students majoring in elementary education but without the special education minor.

Literature Influencing Project

1. The works of John Dewey.
2. The works of the early social psychologists–Sullivan, Adler and Gardner Murphy.

MICROTEACHING IN TRAINING TEACHERS OF HANDICAPPED LEARNERS

Dr. Richard N. Jensen
Southern Illinois University
Edwardsville, Illinois 62025

BEH **1971** **Planning** **Addition**

Objectives

To provide pre-service and in-service teachers enrolled in special education courses with training and practice in the application of specific techniques and skills (in the affective, cognitive, and psychomotor domains) utilized in special education service programs.

A microteaching laboratory at SIU-E is currently used as a teacher training facility by special education faculty. This project focuses specifically upon the application of microteaching to the education of teachers of handicapped learners.

Philosophy

A wide gap exists between theory and practice in the training of special education teachers. This project is based upon the hypothesis that microteaching techniques can be effectively applied to the pre-service and in-service training of such teachers to bridge this gap. The program places heavy emphasis upon the following characteristics: (a) analysis and identification of specific skill components and teacher behaviors in the education of handicapped learners, (b) research and development relative to the application of microteaching techniques to the training of special education teachers, and (c) short-term and long-term evaluation of microteaching techniques in the education of teachers of the handicapped.

Procedures and Evaluation

1. Provide microteaching experience in the application of identified skill components of the methodological procedures currently utilized in special education programs; e.g., behavior management, curriculum development, selection of instructional materials, and evaluation procedures.
2. Conduct research to identify unresearched skills and to investigate the effectiveness of microteaching programs in transmitting these skills to trainees in the field of special education.
3. Produce, and use selectively, modeling videotapes in which competent special education teachers demonstrate specific teaching skills.
4. Evaluate, by a variety of short-term and long-term measures, the effectiveness of the instructional materials and strategies developed in this program.

Literature Influencing Project

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THE TEECH PROJECT
(TRAINING IN EARLY CHILDHOOD EDUCATION OF CHILDREN WITH HANDICAPS)

Dr. David L. Lillie
University of North Carolina
Chapel Hill, North Carolina 27514

BEH **1970** **Implementation** **Addition**

Objectives

1. To provide highly competent teachers and leadership personnel for the rapidly expanding programs for early childhood training for children with handicaps.
2. To develop and implement an experimental training methodology to facilitate objective 1.
3. To develop and implement a developmental intervention model to facilitate the education of young handicapped children.

Philosophy

The project focus is on prescriptive teaching of developmental abilities cutting across traditional diagnostic areas. All handicapped children, regardless of categorical label, are approached from a developmental imbalance viewpoint. In place of traditional I.Q. or similar testing, evaluation is conducted specifically for the purpose of establishing developmental/instructional objectives.

Procedures and Evaluation

1. Recruit and train masters and post-masters level students for the training program.
2. Provide practical training for at least 50% of student time in 3 sites, including the opportunity to participate in the Center's staff meetings.
3. Provide each student with a weekly microteach-critique session.
4. Provide students with the opportunity to work within a multi-disciplinary setting utilizing developmental data.
5. Coordinate classroom experience with seminar on curriculum development and utilization of developmental intervention model.

Literature Influencing Project

Bangs
Thurstone
Mager
Allen
Gessell

A PERFORMANCE-BASED EARLY CHILDHOOD SPECIAL EDUCATION TEACHER PREPARATION PROGRAM

Dr. Marlis Mann and Dr. William Carriker
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BEH **1971** **Planning** **Addition**

Objectives

The purpose of the University of Virginia early childhood-special education program is to develop both a performance-based teacher education program at the Master's level and a child education program for children from birth through approximately age seven. The second phase of the program is to implement this program of education that will:

1. Individualize early childhood education in a way that attains educational objectives set for all young children by parents, educators, research and literature;
2. To individualize a performance-based, field-centered, personalized, and systematically designed teacher training program that will train teachers to:(a) become developmental diagnosticians in order to assess a child's strengths, weaknesses, and current developmental levels and to utilize this information in prescribing an educational environment to assist the child's development. (b) Develop skills which will enable the trainees to facilitate the environment they prescribe that will assist the growth of any child with or without developmental discrepancies in the areas of social, motor, cognitive, language and physiological development.

Philosophy

Developmental discrepancies exist in children of all ages, from mild deviation which is considered "normal" through extreme deviation which is judged as handicapping or pathological. The University of Virginia program is concerned with serving children whose developmental characteristics are felt to be handicapping. These children may be thought of as "high risk" or "prelabeled" children. Without direct intervention in their developmental pattern, the probability of their becoming handicapped and receiving a special education is extremely high. It is anticipated that by identifying developmental discrepancies at an early age when they can be ameliorated, many children will be prevented from becoming labeled special education children when they reach school age. Trainees will develop competency skills with normal and handicapped preschool children.

Procedures and Evaluation

1. Using the ComField teacher training model, the first step in program planning is to identify developmental learner outcomes for children, birth through approximately age seven. This will be done by parents, educators, research and literature. These are the goals of preschool education.
2. Secondly, conditions in the child's environment that will bring about the learner outcomes will be identified by utilizing appropriate information from the literature at a specified developmental level. This, however, does not exclude experimentation with new approaches. These conditions become the instructional program within the preschool.
3. The third step is to identify the learning facilitator (trainee) behaviors or competencies needed by the teacher to provide the conditions in #2. These become the goals of the early childhood-special education teacher training program.
4. Finally, conditions are identified and developed that bring about the competencies trainees need to provide the conditions that bring about the developmental learner outcomes that are desired.

The teacher education program is based on the ComField model sequence of orienting, foundation, synthesizing and consolidating experiences. A learning module containing these four steps will be developed; for each major child developmental learner outcomes will be developed.

1. The various aspects of formative evaluation of the proposed early childhood education teacher training program are illustrated in Figure 1.
   a. Number 8 in Figure 1 implies continual assessment must be made as to the relevancy of the selected learner outcomes.
   b. Number 7 in Figure 1 implies instruments need to be developed and/or selected which best assess whether the conditions did in fact bring about the learner outcome. Therefore, each module will include assessment instruments to be used with the children to measure the specific area of development involved. Standardized tests will be used when applicable.
   c. Number 6 in Figure 1 suggests assessment instruments to measure the teacher in-training performance with children to determine if he/she can provide the conditions that bring about the educational outcomes desired.
2. Instruments for entering and exit level behaviors of the trainees for each learning module must be developed. Based upon these individual assessments an overall assessment battery will be developed for measuring entry levels of the total early childhood special education program. This battery will enable individual trainees to omit modules in which they already demonstrate competencies.
3. Other evaluations would include impact of program on the community, School of Education and other agencies involved with the program and the follow-up evaluation to be made of first and second year trainees in their job situations.

4. A proposed comparative evaluation will be made between the trainees' job performance and the performance of students who are traditional majors in special education and early childhoood education minors or vice versa.

Literature Influencing Project

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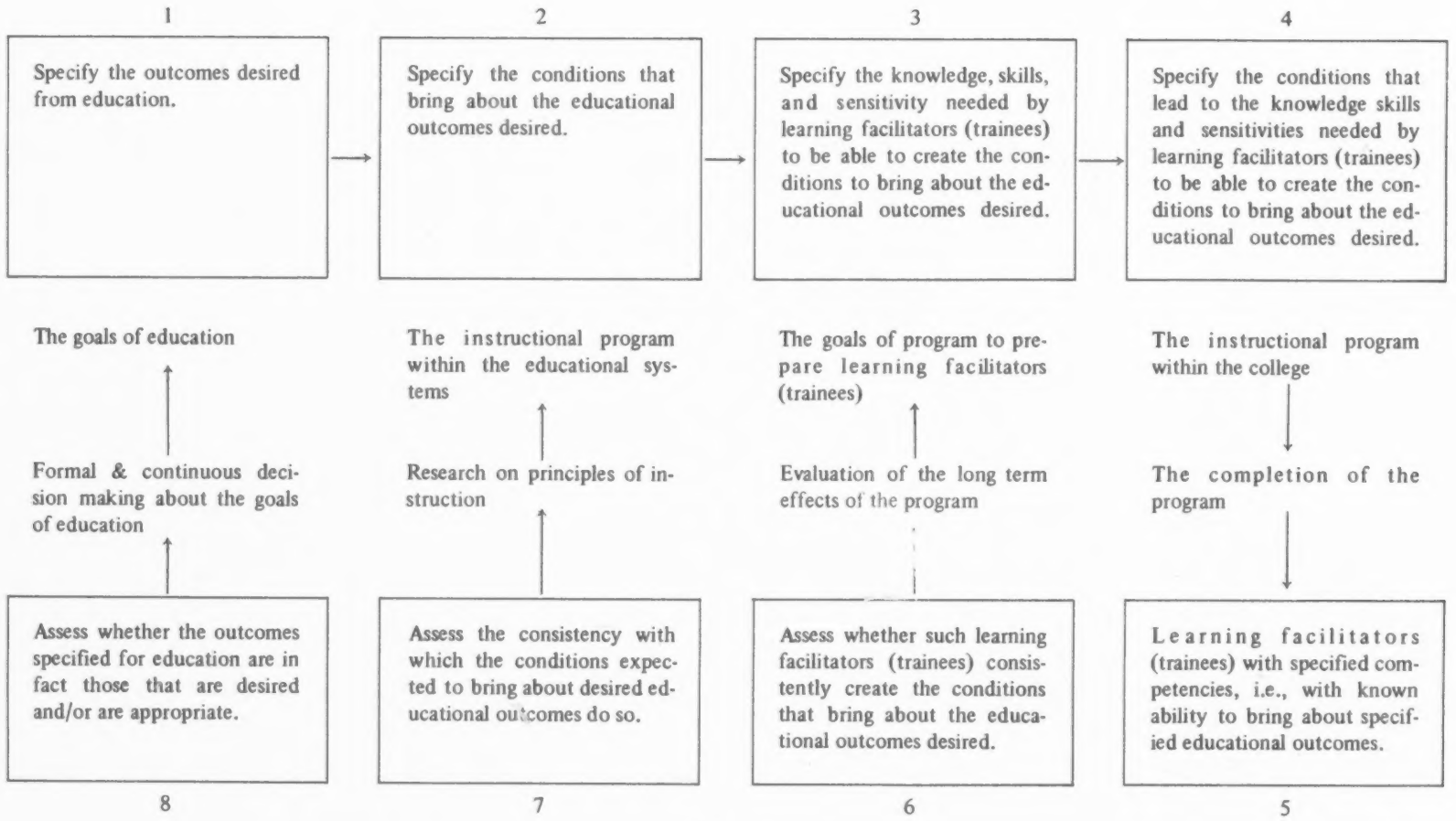
1
Specify the outcomes desired from education.
2
Specify the conditions that bring about the educational outcomes desired.
3
Specify the knowledge, skills, and sensitivity needed by learning facilitators (trainees) to be able to create the conditions to bring about the educational outcomes desired.
4
Specify the conditions that lead to the knowledge skills and sensitivities needed by learning facilitators (trainees) to be able to create the conditions to bring about the educational outcomes desired.
The goals of education
The instructional program within the educational systems
The goals of program to prepare learning facilitators (trainees)
The instructional program within the college
Formal & continuous decision making about the goals of education
Research on principles of instruction
Evaluation of the long term effects of the program
The completion of the program
Assess whether the outcomes specified for education are in fact those that are desired and/or are appropriate.
Assess the consistency with which the conditions expected to bring about desired educational outcomes do so.
Assess whether such learning facilitators (trainees) consistently create the conditions that bring about the educational outcomes desired.
Learning facilitators (trainees) with specified competencies, i.e., with known ability to bring about specified educational outcomes.
8
7
6
5

Figure 1.

A schematic representation of the systems design process applied to the design, development and adaptation of an education program.

TRAINING REGULAR TEACHERS IN LEARNING DISABILITIES

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BEPD **1970** **Implementation** **Addition**

Objectives

Major

1. To train a selected group of qualified individuals in the dynamics of identification, diagnosis, and remediation of children with learning problems.
2. To train teachers to effectively utilize information on learning disabilities from allied disciplines.
3. To train teachers who will bridge the gap between special education classes and regular classes and to utilize a learning problem approach to education.
4. To educate teachers in the dynamics of operating a learning problem approach program as part of the regular school program.
5. A related major objective is to determine what types of academic and practicum experiences best prepare qualified teachers at all levels of education to better meet the learning needs of children.

Specific

1. To provide the student in this program with the skills and experiences necessary to be able to diagnose the educational needs of learning impaired children. This does not mean that an attempt is being made to create "school psychologists," but rather to train individuals in the dynamics of educational diagnosis and remediation. Teachers need to know what to do when children do not learn.
2. To provide the student with technical competencies necessary to design a prescriptive program for a child who manifests specific learning problems at various grade levels.
3. To provide the student with an understanding of the role of other disciplines, such as medicine, social work, and psychology, in the educational process of children with learning disabilities.
4. As a corollary objective, the educator will gain skills to become a future member of diagnostic teams. Teachers, heretofore, as a rule, have not participated in the decision making process.
5. To provide the student with an understanding of the role of the community and its resources, or a "total problem" concept where the learning disability child is concerned.
6. To provide the student with varied practicum experiences with children exhibiting learning problems including both public school and clinical settings such as the Mailman Child Development Center.

7. To provide the student with an understanding of his role as it relates to learning disabilities within the public school academic milieu.
8. To provide opportunities for better communication and exchange of information between regular and special classroom teachers.
9. To provide a strategy for teaching and learning that will be applicable to all children at the various grade levels including those from disadvantaged areas who exhibit learning disabilities.

Philosophy

The philosophy of the program is one which includes a much broader definition of learning disabilities than those that limit the category to children with known cerebral dysfunction. There is a great need for both special education and regular teachers who will identify "high risk" children early, especially in the kindergarten through third grade categories, and impose those techniques which will lead to or facilitate more efficient learning. Special education and regular teachers in this program will in effect do a great deal of prevention, especially where faulty learning habits have been established because of perceptual, motor, or language deficits.

Older children exhibiting mild to severe disabilities who remain in regular classes, who qualify for special education classes or who do not have such classes available, will also stand to benefit from a teacher trained in this type of program.

This program is designed to train teachers to function in different roles as well as settings to include the following:

1. Generalists: regular teachers who become "transition teachers" or "developmental primary teachers" and meet the needs of children with mild to moderate learning disorders in the regular classes.
2. Resource teachers: who may work in different setting with regular and special education teachers to meet the learning needs of children.
3. Specialists: to teach children with severe learning disabilities in self-contained classrooms.

Procedures and Evaluation

Teachers in this program would be required to demonstrate with children those knowledges, skills and attitudes that are needed to provide for the desired behaviors of the child with learning disabilities. This should also include written and oral examinations through course work of the following:

1. Knowledge and application of the principles of child growth and development.
2. Knowledge of curriculum development and its application to the study of the nature of the task and the teaching of the instructional areas of reading, writing, spelling, or arithmetic.
3. Knowledge and application of the methodology necessary to select, develop and evaluate sequential educational curriculum.
4. Knowledge and ability to utilize multi-media approaches to learning.

5. Knowledge and experience in assessment in evaluative techniques both qualitative and quantitative.
6. Knowledge and application of the principles underlying the various exceptionalities as to how each relates to learning when compared with normal children.
7. Knowledge and application of the professional and non-professional relationships necessary to implement a total program.
8. Knowledge in, utilization of, and recognition for opportunities of research as related to the instruction of normal and learning disability children.
9. Knowledge and skills in planning and implementing individualized total instructional programs designed to meet the specific needs of children with learning disabilities (content, methodology, materials and management).
10. Knowledge and application of the principles in the behavioral management of children with specific learning disabilities as it pertains to learning.

Evaluation by students, staff, practicum supervisors and consultants, is an integral part of the program. The 1972-73 year phase 3 of the program will include a controlled research design.

Literature Influencing Project

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Hellmuth, J. & Straub, B. *Learning disorders*. Vol. II. Seattle: Special Child Publications, 1966.

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CONSULTING TEACHER PROGRAM

Dr. Hugh S. McKenzie
University of Vermont
Burlington, Vermont

BEPD **1970** **Implementation and Evaluation** **Replacement**

Objectives

1. Service to 80 handicapped learners.
2. Supervision of the laboratory experiences of eight Consulting Teachers in Training (CTIT's).
3. Coursework and supervised practicum experience designed to develop skills for serving handicapped learners for 24 elementary teachers (trainees) in the model district. Twelve trainees (new) will receive 12 hours of training, and 12 trainees (continued) will receive 6.
4. Consulting services to 16 to 32 teachers (consultees) in the model district to aid them in serving handicapped learners.
5. Intensive supervision of 24 practice teachers in trainees' classrooms.
6. Intensive supervision of 24 prepractice teachers in trainees' classrooms.
7. Development and implementation of data systems to facilitate the management and education of handicapped learners as part of leadership training for 9 school administrators.
8. Development of a dissemination package incorporating the procedures required to achieve objectives 1, 3 and 7 above. This package will be available to other Vermont School Districts.

Philosophy

The Consulting Teacher Program is based upon a behavioral model of education which asserts that handicaps are to be sought in the learning environment rather than in the child. A basic premise of the model which is strongly supported by applied behavioral research is that a student's educational progress is a function of his learning environment. A second, major premise is that applications of the principles of the behavioral model of education allow humane and effective education in regular classrooms for a large majority of handicapped children. In the behavioral model, the classroom teacher is accountable and responsible for every child's educational progress with the consulting teacher serving in an instructional, supporting role. The consulting teacher assists the teacher in arranging the classroom environment so that handicapped learners will attain the school's minimum educational objectives.

Procedures and Evaluation

CTIT's, trainees, consultees, pre-practice and practice teachers receive instruction and supervised on-the-job training in the management and education of handicapped learners within mainstream elementary classrooms. Theory and application are based on the empirical principles of applied behavior analysis. Participants are evaluated mainly on measured accelerated progress of handicapped children they teach. Secondly, evaluations are also based on participants' responses to individualized units of instruction.

In conjunction with school administrators, development and implementation of data systems on handicapped children is undertaken by two faculty of the University's Educational Administration Program who are skilled in systems analysis and the organization of pupil personnel services. The techniques and evaluative indices of systems analysis form the procedures employed.

Literature Influencing Project

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b. *Journal of applied behavior analysis*. Lawrence, Kansas: University of Kansas, 1968.
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DIAGNOSTIC-PRESCRIPTIVE TEACHER PROJECT

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BEH **1970** **Implementation** **Replacing**

Objectives

The objectives of the project are to train selected students at the MA level to function effectively in the role of "Diagnostic-Prescriptive Teacher," to evaluate the effectiveness of that training in preparing students for such a role, and to evaluate the effectiveness of Diagnostic-Prescriptive Teachers in selected public schools.

Philosophy

The diagnostic-prescriptive teacher is a school-based specialist in special education with particular skills in educational diagnosis and prescription. Working primarily in public elementary schools, the diagnostic-prescriptive teacher serves all teachers in the school and all children viewed as posing problems in learning and/or behavior. The diagnostic-prescriptive teacher program is based on the recognition of two specific factors in education. First, it is recognized that large numbers of children are unnecessarily excluded from regular classes. The subsequent stigmatization of such children and isolation from the company of the majority of their peers serves to damage their feelings of self-worth and to reduce their capacity to function in society and school, without providing a superior educational experience. Second, it is recognized that much of the failure of teacher-student educational interaction can be best remediated by assisting the regular class teacher to develop the necessary attitudes and competencies to provide for a much broader spectrum of children that is now usually the case within the regular setting.

Traditional approaches to diagnosis and placement of children for educational purposes have generally been less than satisfactory. Using a psychomedically oriented model that emphasizes etiology and assignment of a clinical label, traditional practices have resulted in the categorization of children with consequent social and educational stigmatization while failing to provide adequate guidance for effective educational planning.

School systems have developed special classes and special programs in response to the discrete classifications formulated by professionals in such fields as psychology, neurology, pediatrics, and psychiatry. Little recognition has been given to the irrelevance of such clinical syndromes for educational prescription. The ineffectiveness of groupings of this kind has become too evident to ignore. The common response has been to generate more classifications of exceptionality. The selection of euphemistic terminology to label categories has failed to conceal the weakness they share with earlier classifications. That weakness is a fundamental dependence on clinical rather than educational evaluation. The more recent developments in

special education have confused rather than clarified the basic issues and have succeeded only in fostering wasteful and divisive jurisdictional disputes within the profession.

The model envisions a diagnostic teacher who is based in the school to be served and who functions as the primary agent for determining the needs of children perceived by their teachers as having significant learning or behavior problems. Through classroom observation and experimental teaching the diagnostic teacher devises an educational strategy using specific techniques and materials found successful in the diagnostic classroom in work with the particular child in question.

Procedures and Evaluation

The Training Program

The Diagnostic-Prescriptive Teacher Training Program is a thirty-six (36) semester hour sequence leading to the Master of Arts degree. The full-time student enters in the fall semester (September) and continues full-time study through the academic year, graduating at the end of the spring semester.

During the fall semester, the student D.P.T. enrolls in five courses and a semester-long internship. The courses and internship are:

Special Education 250. Instruction in the specialized techniques and materials necessary for diagnostic-prescriptive teaching.

Special Education 251. Theory and case study applications in the works of Rogers, Kelley, Combs, Maslow, and Goldman as they apply to psycho-social factors of human behavior in stress situations.

Special Education 252. Professional internship in a Diagnostic-Prescriptive Teacher Program with a trained D.P.T. in a public school setting. Fifteen clock hours/week throughout the semester in the school are required.

Special Education 350. Rationale, operational model, implementation procedures, and consideration of special problems for the Diagnostic-Prescriptive Teacher.

Special Education 253. Instruction in the rationale, development, and procedures for implementation of humanistic education concepts in school curriculum planning.

Education 227. This course has the goal of study, discussion, and consideration of current problems and issues in elementary education. Students in the course are in graduate study in elementary education and special education.

In the spring semester, student D.P.T.'s shift to a full-time professional practicum while taking three courses:

Special Education 294. A professional practicum in which the student selects a school from the waiting list of those desiring a D.P.T. Program, makes arrangements with the principal for establishing such a program, explains the program to the school faculty, conducts an informational presentation about the program to the school Parent-Teachers Association, outfits a room for use as the D.P.T. room, and establishes the program. The student D.P.T. follows the regular full-time schedule

of the school and functions as a paid D.P.T. in every way except that (a.) the student is not paid and (b.) close supervision is provided by university faculty and staff.

Special Education 351. This seminar provides a close and frequent contact among the student D.P.T.s where, with a faculty member, both individual and common problems arising from the professional practicum are discussed. Here also, individual needs are identified and worked through.

Special Education 370. This course has as its objective familiarizing, through group experience, the student D.P.T.s with the processes involved in exploring self as well as facilitating such exploration in others. The need to share openly one's feelings and concerns is expressed often by practicing D.P.T.s. In this course, honest interchange among student D.P.T.s is encouraged to increase each student's sensitivity to the perceptions and values of others.

Education 295. A course in educational research, which has the objectives of providing skills in designing research and of reading and analyzing research published in the field.

Note: All courses listed are three semester hours credit except Special Education 294 which carries nine semester hours credit.

To summarize the training program, the student D.P.T. works half-days every school day throughout the fall semester as an intern with a trained D.P.T. employed within a public school program. In addition, the student D.P.T. is enrolled in five on-campus courses during the fall. Further, all student D.P.T.s attend and participate in two-hour weekly luncheon-seminars with guest experts in the field of education.

During the spring semester, the student D.P.T. works full days every school day in a different school from that of the fall semester, independently functioning as a Diagnostic-Prescriptive Teacher for that school, under university supervision. In addition, student D.P.T.s are enrolled in three on-campus courses.

The training program is, by design, en bloc for full-time student D.P.T.s throughout the year.

Beyond the above requirements, all student D.P.T.s are required to satisfactorily complete a written comprehensive examination based on all work taken within the department during the program. This examination is given in the latter part of the spring semester.

Evaluation of the Training Program

1. In addition to the usual course and internship/practicum evaluation procedures followed within the department, weekly written anecdotal self-evaluations by student D.P.T.s are collected and analyzed.
2. On-site follow-up of graduate D.P.T.s functioning in paid staff positions is conducted periodically throughout the year by project staff.
3. Written evaluation of D.P.T. effectiveness is obtained from principals in schools involved.
4. Individual evaluations of D.P.T. effectiveness, in writing, are obtained from each teacher using D.P.T. services for each child referred.

Evaluation of Prototype

1. Principal and teacher written evaluations are obtained.
2. An intensive, year-long study of one D.P.T. program is underway, with a project staff member assigned full-time to that school for the study.
3. A follow-up of all children in a number of selected schools who received D.P.T. service in 1970-71 is being conducted to determine longer-term effects.

Literature Influencing Project

There are no specific references which, in themselves, significantly influenced the design of this program. However, the teachings, writings and thoughts of a number of individuals obviously the thinking of the project director and others involved in the initial planning.

The writings and/or teachings of William Cruickshank, G. Orville Johnson, Matthew J. Trippe, Edward T. Donlon, and Louis DeCarlo have all been of significance, as have the works of Erving Goffman, Abraham Maslow, Carl Rogers, Arthur Combs, Donald Snygg, and many others.

The operational model was initially designed by the project director and F. Douglas Prillaman, then Supervisor of Special Education, Arlington County, Virginia and now Associate Professor of Special Education, College of William and Mary.

Subsequent refinements have been strongly influenced by graduate students, professional colleagues within the university, practicing D.P.T.s, and school administrators and supervisors too numerous to mention here (unfortunately).

Published papers and working documents by Evelyn Deno, Lloyd Dunn, William Rhodes, Roger Reger, Steven Lilly, Vera Vinogradoff Reilly, Father John Falcone, Louis Schwartz, Robert Cronin, George Brabner, Newell Kephart, Rozelle Miller, William Lewis, Nettie Bartel and Samuel Guskin, among many, have been useful in providing stimulating viewpoints on the issues of special education service models.

EARLY CHILDHOOD EDUCATION INTERDEPARTMENTAL PROJECT

Dr. Jane B. Raph
Rutgers University
New Brunswick, New Jersey 08903

BEH **1969** **Implementation** **Addition**

Objectives

1. Continued implementation of an interdepartmental, graduate specialization in preparing early childhood personnel for handling diverse professional roles (classroom teacher, supervisor, speech therapist, community leader, and parent worker), utilized by the growing number of public and private preschool classes and day-care centers in inner city poverty areas.
2. Further development of a Tri-Model approach in curriculum emphasizing cognition, language, and perception skills for young, potentially handicapped children from culturally and economically disadvantaged backgrounds.
3. Refinement of description, ratings, and evaluation of the nature and severity of potential handicaps of these children.

Philosophy

The philosophy of the program emphasizes a mix of graduate students with a wide variety of undergraduate education and professional educational experience. These students will work in teams of three, the teacher-intern being certified, the two training interns not being certified, and handle their own class for the entire school year. The centralized location for the teaching will enable all interns to work together at the same school, affiliate with the neighborhood where the Center is located, and tie in their work with the nearby public school. An eclectic approach will be used in the classrooms with emphasis on cognition, language, and perceptual skills, and teacher description and evaluation of level and characteristics of motoric, perceptual, cognitive, social, and emotional functioning.

Procedures and Evaluation

1. Recruitment of graduate internes for inner-city educational positions, one-third of whom have had teaching experience in early childhood, elementary, or special education classrooms; two-thirds of whom have had no professional experience. Priority in this latter group is given to students with majors in Spanish, sociology, psychology, special education, and home economics.
2. Teaching experience (supervised) for one year, half-time in a newly established Early Childhood Demonstration Center housing two preK and one K class, staffed entirely by the graduate internes (18) and the University Early Childhood Project Staff (3 full-time, one part-time). This Center is supported

jointly by New Brunswick Public Schools (Title 1 funds), Urban Education Corps, and Bureau for Education of the Handicapped.

3. Services to disadvantaged children, approximately 60 of whom could not have been accommodated in the neighborhood public school prekindergarten classes, and 30 of whom would have been in over-crowded kindergarten classes staffed by one teacher only in each classroom without the opening of the Center.
4. Demonstration and inservice programs for parents, teachers, community groups.

Literature Influencing Project

Bogern, R.P., & Ambron, S.R. Subpopulational profiling of the psycho-educational dimensions of disadvantaged preschool children. In E. Grotberg (Ed.), *Critical issues in research related to preschool children*. Princeton, New Jersey: Educational Testing Service, 1969.

Kamii, C. Evaluation of learning in preschool education: Socio-emotional, perceptual-motor, cognitive development. In B.S. Bloom, J.T. Hastings & G. Madaus (Eds.), *Handbook on formative and summative evaluation of student learning*. New York: McGraw Hill, 1971. Pp. 281-344.

Piaget, J., & Inhelder, B. *The psychology of the child*. New York: Basic Books, 1969.

Bissell, Joan S. The cognitive effects of preschool programs for disadvantaged children. Unpublished manuscript. National Institute of Child Health and Human Development, 1970.

A CLINICAL TEACHER MODEL FOR INTERRELATED AREAS OF SPECIAL EDUCATION

Dr. Louis Schwartz
The Florida State University
Tallahassee, Florida 32306

BEH **1969-70** **Implementation** **Addition**

Objectives

The Clinical Teacher Special Projects, Prototype is designed to establish and evaluate a "generic" teacher education model that promises a viable alternative to the existing "categorical" programs in Special Education. The desired behaviors of children with varying exceptionalities and the interdisciplinary competencies required of the Clinical Teacher to produce these gains are intimately and inextricably interrelated. A conceptual model is presented in Figure 1; the instructional system is displayed in Figure 2, with a computer managed, individualized instructional system providing both the trainee and faculty with an ongoing record of performance.

Philosophy

The basic concept conveyed in the project is that children labeled within each of the traditional "categories" of exceptionality share essentially common desired academic and social behaviors; and that the time honored aspiration of individualizing instruction for the handicapped requires fundamentally generic competencies of observation, diagnosis, intervention, and evaluation. The Special Educator prepared with these skills is referred to as the Clinical Teacher. Linking the heritage of the field with the potentialities of contemporary instructional systems and technology provides the opportunity for building a data base for proposed changes in teacher preparation for Special Education.

Procedures and Evaluation

Unifying several major conceptual shifts in Special Education with the emerging sophistication in educational technology, instructional systems, and performance evaluation, the Model reflects an interdisciplinary consortium at the University. Faculty and graduate assistants from Special Education, Elementary Education, School Psychology, Computer Assisted Instruction, Instructional Television and Media, and Educational Research and Testing are allied in a formal adventure in teacher education. Behaviorally specified and measurable performance outcomes for both the Clinical Teacher and the exceptional children to be served are explicitly defined within an individualized, multi-media, and computer managed instructional system. Focusing on educationally desired pupil behaviors, the program offers competency-based instructional modules designed to produce required

observational, diagnostic, intervention and evaluative teacher skills. Evaluation (effectiveness and efficiency) of the model will be determined by formative assessment of attained teacher competencies and summative data of produced pupil gains.

FIGURE 1. Conceptual Model

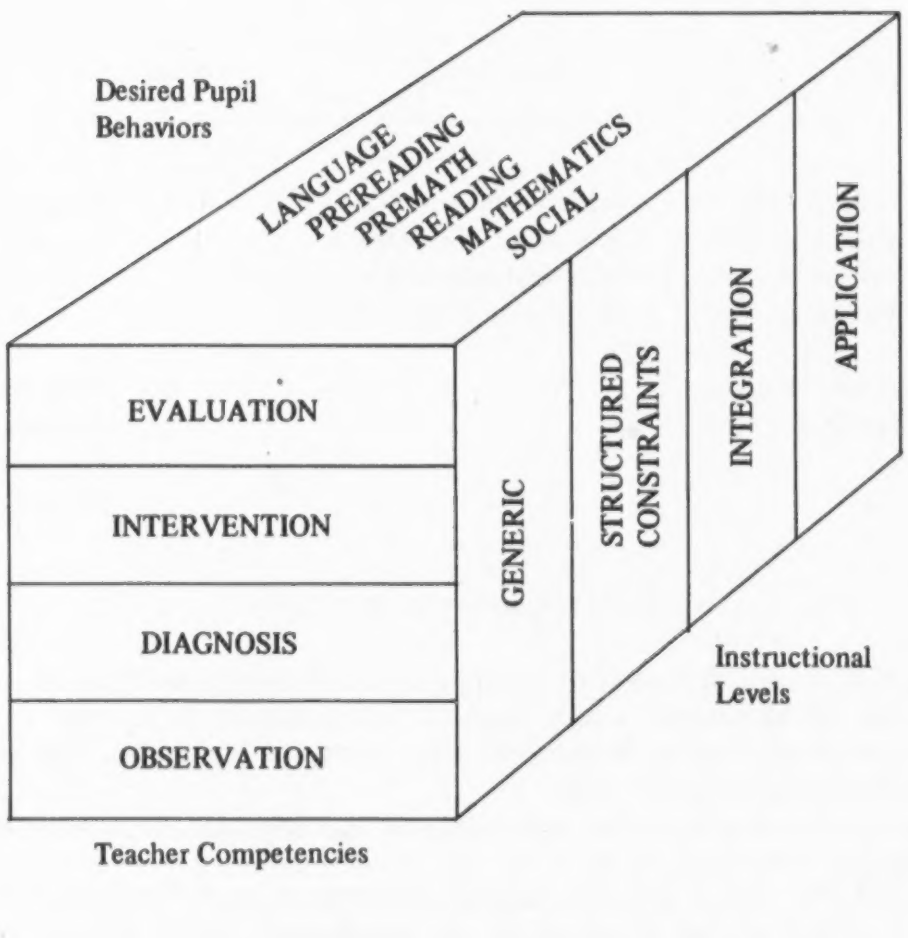
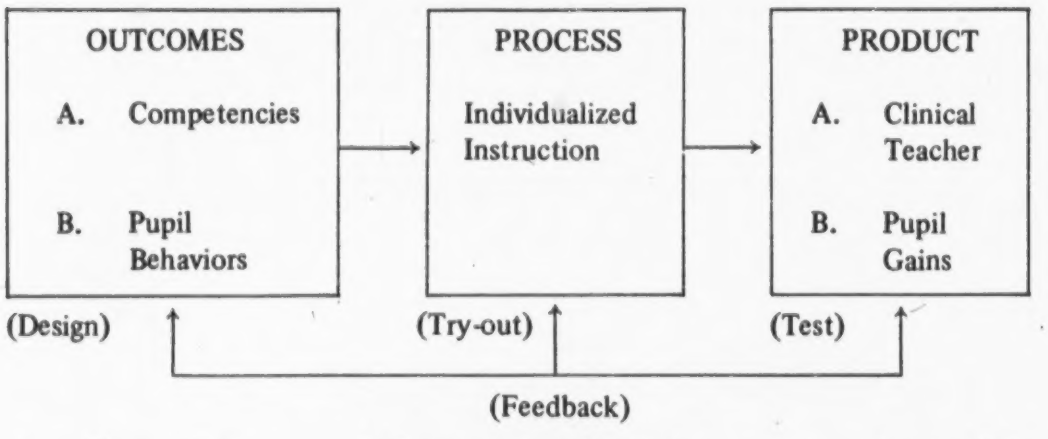


FIGURE 2. Instructional System



A.	Observation, Diagnosis, Intervention, Evaluation	Performance based, criterion referenced, multi-media, computer managed, individualized instructional modules	A.	Intermediate criterion (formative evaluation)
B.	Academic and Social		B.	Ultimate criterion (summative evaluation)

Literature Influencing Project

Dodl, N.R. *A feasibility study of the Florida State University model for the preparation of elementary school teachers*. Final Report Grant No. OEC-0-9-190504-4401 (010), Washington, D.C.: Sup't. of Documents, U.S. Gov't. Printing Office, January, 1970.

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OUTER CITY PRESCRIPTIVE TEACHING TRAINING MODEL

Dr. John Stellern
University of Wyoming
Laramie, Wyoming 82070

BEH 1970 **Planning** **Replacing**

Objectives

General. To provide students with the prescriptive teaching tools and techniques with which to minimize or reverse classroom oriented problems of behavior and/or learning, by means of the application of our Management Chart, and in relation to the intervention formula, "assessment-prescription-correction."

Specific Program Objective. Each student will write a prescriptive teaching program, using the Management Chart model, within 60 minutes at ninety percent (90%) "accuracy," with reference to simulated data which involve problems with learning and/or behavior. The prescriptive program will include the following Management Chart components: all the components listed under the Learner; all the components listed under Behavioral-Instructional Obejctives, including objectives related to learning channel strengths and weaknesses; Task Analysis; Baseline Measurement; and, all the first five components listed under Behavior Modification and Change Agents, as well as eight additional Change Agents of choice.

If a prescriptive teaching intervention is conducted on a live and not simulated basis, the Program Performance Objective will change only to the following extent: each intervention will result in positive change, as measured by baseline behavior, with reference to the task analysis, and without regard for a time limit within which the prescriptive program must be written.

"Accuracy" is defined as the percent score which results from weighted values having been subtracted from 100% for each appropriate Management Chart component that is either omitted or used incorrectly (cf. Management Chart Component Values).

Philosophy

Wyoming has unique educational needs. Twenty percent of the State's teachers work in a one-room school. The State is geographically vast and sparsely populated, and all except three school districts are classified as rural. Thus, there is little market for a teacher trained only in a single traditional category of special education, as our rural classrooms range the population spectrum from regular education students to students with varied behavior and/or learning problems.

To meet Wyoming's outer-city educational needs, our interrelated training program is designed to prepare a multi-discipline and general practitioner to intervene with classroom problems of behavior and/or learning by means of prescriptive

teaching tools and techniques, through the vehicle of the Management Chart, based on student learning and/or behavior strengths and weaknesses, and without regard for the traditional category or nosology attached to the student.

Procedures and Evaluation

We have developed a Management Chart, which is designed to provide a referent for behavior and/or learning problem intervention. Baseline measurement is a component of the Management Chart, a situation which permits evaluation of the intervention at any time in relation to the identified behavioral and/or instructional objectives and task analyses.

Each Special Education course serves to provide a sequentially developed band of theory which is in relation to the use of the Management Chart and prescriptive teaching techniques. Each course is defined in terms of a behavioral objective, which describes what a student should be able to do in relation to the Management Chart, prescriptive teaching, and an intervention program, and based on the content of that course. Each Special Education major, for each course, must have a concurrent practicum experience. Each student must demonstrate the mastery of each course's behavioral objective in the practicum experience before proceeding to the next sequentialized Special Education course. Similarly, each student must demonstrate, in the practicum experience, the Program performance objective prior to being endorsed for student teaching and/or graduation.

Literature Influencing Project

The range of School Psychology, Behavior Modification, Psycho-education Assessment, Prescriptive Teaching, etc., references.

CRISIS-RESOURCE TEACHER TRAINING PROJECT

Mr. Merle G. Van Dyke
The George Washington University
Washington, D.C. 20006

BEH **1970** **Implementation/Evaluation** **Replacing**

Objectives

The objectives of this project are to train highly selected students at the MA level to function effectively as Crisis-Resource Teachers, to evaluate the effectiveness of that training, and to evaluate the effectiveness of the Crisis-Resource Teacher Program in public schools.

Philosophy

The goal of this program at the Master of Arts level is to produce highly trained school-based specialists in Crisis-Resource Teaching. The Crisis-Resource Teacher is assigned a regular classroom centrally located in an elementary or secondary school. The service offered is to all children, teachers, and administrative staff of a local school. The range of service offered is best described under two general headings:

1. Direct, immediate intervention service to children who, at any given moment in time, experience academic and/or behavioral difficulty. Such service is multi-faceted, at times the Crisis-Resource Teacher will continue the academic program which the child would have experienced in his regular classroom had he been able to remain profitably in that classroom. At other times the Crisis-Resource Teacher may sub defuse the situation of the moment by working independently with the child in another area of endeavor. At still other times the Crisis-Resource Teacher may simply discuss with the child the sequence of events which led to the situation making it impossible for the child to remain in the regular classroom. In the choice of any strategy, all decisions at that moment in time are based upon the needs of the child and his immediate ability to handle any activity.
2. Follow-up consultation on an on-going basis will be provided with the regular classroom teacher and building administrators. As a result of such consultation and the intervention work with the child, the Crisis-Resource Teacher can be instrumental in evolving a strategy for implementation in the regular classroom, which will raise the probability of maintaining the child in the mainstream of educational experience.

The knowledge, skills, attitudes, and perceptions needed to fulfill this sensitive professional role are multifarious. The Crisis-Resource Teacher must be a perceptive observer of the behavior of both children and teacher. He must have the skills necessary to help both children and regular classroom teachers better understand the alternative behaviors and performances which are available to them. He must have consultation skills in the interpersonal relationships central to this professional role. Most importantly, he must have a high degree of skill in the ecological diag-

nosis of those situations which produce academic and/or behavioral problems in schools. He must be sensitive to the "psychological climate" of the school and be effective in interpreting and clarifying the meaning of this milieu to both children and adults in the school. Familiarity and expertise with a wide range of teaching techniques, methods, materials, and equipment is essential. Finally, the Crisis-Resource Teacher must have a personality style which includes flexibility, an awareness of his own needs as well as the needs of others, and the sensitivity necessary to successfully interact with children and adults.

The graduates of the MA level program are trained to serve the entire population of an individual school; thus, those receiving service include children, teachers and administrative personnel. The population of children receiving service includes those whom we have historically diagnosed as belonging to most of the traditional categories of special education (e.g., emotionally disturbed, mentally retarded, learning disabilities, and several of the physical handicaps), as well as those children whom we regard as "normal" but who experience periodic or situational academic and/or behavioral problems. In those cases of specific children (i.e., the blind, deaf, etc.), the Crisis-Resource Teacher may call upon whatever professional or agency, within or outside the school, to insure that the needs of the child will be met.

By giving direct and immediate intervention service to a child and by giving on-going follow-up consultation and resource service to the teacher the school-based Crisis-Resource Teacher fulfills two highly important functions:

1. That of an agent of prevention--by giving direct immediate intervention service to children at the time of academic or behavioral crisis the fully trained Crisis-Resource Teacher has high probability of preventing the child's self-concepts, attitudes, perceptions, and feelings from deteriorization and alienation.
2. That of a change agent. Through the on-going consultative process with teaching and administrative personnel, the Crisis-Resource Teacher has high probability of helping to change teacher attitude and perceptions, as well as administrative practices, to the benefit of all the children being served in the school. At the present time the attitudinal set, perceptual style, and teaching techniques of the regular classroom teacher and certain administrative practices of the school result in significant numbers of children being isolated and fragmented needlessly into special programs: the design and operation of which are seldom based upon the needs of children. Thus, by working on an on-going basis in consultation with regular classroom teachers and building administrators, the Crisis-Resource Teacher fulfills the needed role of a school-based agent of positive change.

A basic assumption to the program is that increasing numbers of children can be programmed effectively in the mainstream of public school experience. Our history in special education bears testimony that significant numbers of children are extruded from the mainstream into special classes, special schools, clinics, treatment centers, etc., appropriate resource help articulated above is provided. In addition to these, children whom we have diagnosed historically as deviant on some dimention or other, the schools presently face increasing numbers of children whose alienation and defection from the educational mainstream results in their dropping out,

psychologically, at an early age. The need for a school-based agent of prevention and change is especially apparent with such children.

Procedures and Evaluation

The Training Program

The Crisis-Resource Teacher Training Program consists of a thirty-three semester hour sequence of coursework and practicum experiences. The training sequence is designed to provide a program of maximal training impact. All students are enrolled in practicum and field work experiences throughout the year of their MA level training. Thus there is ample opportunity for the integration and synthesis of practical work experience with the theoretical and methodological courses offered on campus. Individual instructional time is provided during visits of the university instructional staff to the practicum sites and through frequent individual and small group supervisory/discussion sessions on campus. The training year is structured as follows:

In the Fall Semester:

Special Education 240--Educational Programming for Behaviorally Problemed Children (3 semester hours credit). A lecture/discussion course with a central theme of ecological considerations of the child in the school setting; examination of historical and contemporary models in special education, family dynamics and role theory, communicated expectations and the behavior of children, self-concept and its educational significance.

Special Education 241--Pre-Professional Internship in Crisis-Resource Teaching (6 semester hours credit). A practicum course in which each student works 25 clock hours per week in a public school under a Crisis-Resource Teacher (350 clock hours during the fall semester). Written monthly reports on different dimensions of the students' work are made by the university instructional staff to each student's practicum site for purposes of observation and supervision. Weekly individual and small group seminars are held on campus for purposes of instruction and sharing of experiences among students.

Special Education 242--Clinical Teaching of Problem Children (3 semester hours credit). A lecture/discussion course designed to give instruction in planning educational programs in regular classrooms for children perceived to be significantly deviant in historical special education categories. Frequent live demonstration sessions with children in regard to areas of curriculum teaching methods, and materials and media.

Special Education 343--Psychoeducational Diagnosis of Children with Learning and Behavior Difficulties (3 semester hours credit). A lecture/demonstration course on the educational diagnosis of children perceived to have significant learning and/or behavioral difficulties in regular classrooms. Student projects include diagnostic activities from their fall semester practicum--see Sp. Ed. 241 above.

Education 295--Research Methods and Procedures (3 semester hours credit). A basic research methods course required of all MA level students in the School of Education.

In the Spring Semester:

Special Education 291--Practicum in Crisis-Resource Teaching (9 semester hours credit). A full-time, five day/week practicum in a Crisis-Resource Program. In many instances students set up their own CRT program in a cooperating public school under close supervision and consultation by the university training staff. Visits to practicum sites are made on regular basis by university staff for purposes of observation and supervision. In addition, weekly small group seminars are held on campus for purposes of supervision and sharing of learning experiences among students.

Special Education 342--Seminar in Crisis-Resource Teaching (3 semester hours credit). A seminar designed to explore the multifaceted role and problems of the Crisis-Resource Teacher in the stimulation, planning, implementation, operation, and evaluation of the CRT in a public school. Also includes live demonstration and participation of students with children in regard to some of the major functions of the CRT in life space interviewing, behavior modification strategies, family counseling, etc.

Special Education 370--Intrapersonal Dynamics in Special Education (3 semester hours credit). A group discussion course designed to increase the student's level of self-awareness and their sensitivity and perceptivity in relation to others.

In addition to the above formal requirements of the training program, several informal training opportunities of an "enrichment" nature are provided:

1. During the fall semester once each week a two-hour luncheon seminar is held to which we invite some leadership personnel from the Washington metropolitan area to present their program, ideas, research, etc., for critical discussion. For example, we have had with us people such as the Coordinator of the Unit of the Emotionally Disturbed from B.E.H. (U.S.O.E.); the Superintendent of Schools of Falls Church, Virginia; The Director of a pilot project to implement the Crisis-Resource design in Montgomery County, Maryland; an Assistant Director of Special Education of the District of Columbia Schools, an Assistant Director of the Special Education Instructional Materials Center at The George Washington University, etc.
2. Students are able to attend meetings of various relevant professional organizations--due primarily to our location in the nation's capital. During the 1970-71 school year students attended the conventions of at least the following professional organizations: (a) Maryland State Federation of the Council for Exceptional Children, (b) Virginia State Federation of the Council for Exceptional Children, (c) The White House Conference on Children and Youth, (d) The American Orthopsychiatric Association, and (e) The Council for Exceptional Children (national).
3. During two months of the spring semester, all students attend three to four hour meetings in the Special Education Instructional Materials Center each Friday afternoon for purposes of demonstration and evaluation of instructional materials, media, and technology. Students participate with the IMC staff in these activities. In addition to these in-depth sessions, students have complete access to the IMC throughout their training year.

4. The Department of Special Education houses the Special Education Child Development Center, which engages in the individual educational diagnosis of children referred and follow-up public school consultation for purposes of educational strategy implementation in the child's regular classroom. Students in the program have frequent opportunity to engage in the diagnostic and consultative activities through this Center, under the close supervision and instruction of Center staff.

In addition to the above program requirements and training opportunities, each student is required to take a comprehensive examination at the conclusion of his training year. This examination is based upon all of the coursework and practicum experiences of the student during the training year.

Evaluation of the Training Program

An extensive design for the Crisis-Resource Training Program has been formulated upon the basis of the following goals of the training program:

1. To produce a rise in the self-concept and feelings of adequacy and worth of each student.
2. To produce positive growth in the perceptivity and sensitivity of the student relative to dynamic psycho-educational data on children experiencing difficulty in the teaching/learning process.
3. To produce interpersonal skills in life space interviewing and other interpersonal interactions with emotionally disturbed and behaviorally problemed children.
4. To produce positive change in general knowledge of the teaching/learning process.
5. To produce knowledge of curriculum at elementary and junior high levels and an understanding of the rationale that places certain skills at specific developmental levels.
6. To produce skills to diagnose and remediate learning difficulties.
7. To produce mastery of curriculum at the level the student chooses to work.
8. To produce skills needed in the creative manipulation of existing services of a given school or system for purposes of meeting individual needs of emotionally disturbed children.
9. To produce working familiarity with existing and historical models of special education.
10. To produce working knowledge of teaching materials and media relevant to the student's chosen level.
11. To produce knowledge and skills in the theory and practice of parent counseling and family dynamics.
12. To produce a working knowledge of system theory and practice as it relates to the public school system; particular emphasis is on the production of positive change in the culture of the school.
13. To produce consultative, in-service training skills which the student can use in process over time with regular classroom teachers, administrators, etc., in the student's follow-up work with the source of referral of a problematic child.

14. To produce working knowledge of the principles and practices of behavior modification/contingency management theory/practice.

It is felt that these fourteen goals of the training program reflect the skills and qualities necessary to function with maximal professional impact in the role of the Crisis-Resource Teacher. For each of these goals several evaluation methods were devised to ascertain the level to which each goal is attained with each student.

Evaluation of the Crisis-Resource Teacher Model

In essence, the evaluation design of the CRT prototype is a pre-post design. We are interested in the school's procedures relative to handicapped children prior to the introduction of the CRT program and the subsequent changes in those procedures associated with the CRT program. Data is being gathered on the following dimensions:

1. Demographic data on the school
   a. Name
   b. Location
   c. Analysis of student population in regard to grade levels, race, socio-economic status, number.
   d. Teacher turn-over rate
   e. Location of CRT room in the building
2. Data on the school's procedures prior to introduction of CRT model in regard to children perceived as being emotionally disturbed.
   a. Number of children sent to Principal/Assistant Principal for disciplinary problems.
   b. Amount of administrative time spent on disciplinary problems.
   c. Number of children removed from mainstream regular classroom placement (i.e., to self-contained special education classes, to private schools, number of expulsions, etc.).
   d. Number of multi-discipline case conferences of a "diagnostic" or "discussion" type.
   e. Number of children removed by parents for placement in private schools, agencies, and instructions.
   f. Number of children having a history of contact with law enforcement agencies, courts, etc.
   g. Number of children referred for remedial instruction within and outside the resources of the school.
   h. Number of children referred for psychiatric/psychological treatment within and outside the resources of the school.
3. Data on the school's procedures subsequent to the introduction of the CRT model in regard to children perceived as being emotionally disturbed.
   Note: Data will be gathered on the same dimensions as listed in #2 above.
   a. Number of referrals by individual teacher to CRT program and total number of referrals.
   b. Number of "individual services" rendered to children (allowing duplication of children) by the CRT.

c. Duration of each contact with children.
d. Number of children who self-refer.
e. Number of referrals on the basis of geographical proximit, of the regular classroom to the CRT program classroom.
f. Age, sex, race, etc. of all children.
g. Reason for referral as perceived by the source of referral (regular classroom teacher, principal, etc.).
h. Reason for referral as perceived by the CRT.
i. Nature of service rendered to the child (i.e., life-space interview, child-CRT-Teacher conference, instructional procedures, diagnostic procedures, group work, intervention in child's out-of-school life, etc.).
j. Nature of service rendered to source of referral in follow-up consultation process.
k. Written anecdotal perceptions of the program by the CRT on the nature and effectiveness of the program in that school.
l. Written perceptions of the program by teachers, administrators, etc., who did not use the program including reasons why program was not used.
m. Written anecdotal records by all personnel on changes in administrative procedures of the school related to the activities of the CRT program.
n. Anecdotal reports of children using the CRT program in regard to their perceptions of nature and effectiveness of the program.
o. Written reports by the CRT relevant to all out-of-school professional activities relevant to children served in the program (i.e., liaison with mental health clinics, law enforcement agencies, courts, etc.).
p. CRT, principal, and supervisor assessment of change in regular classroom teacher's (or other source of referral) performance, skills, perceptions, sensitivities, attitudes, teaching techniques, etc., relevant to service rendered by the CRT program.

Literature Influencing Project

The works of William Morse and Fritz Redl relevant to the concept of "crisis intervention" must be considered in the historical development of this project. Likewise, the writers in the professions of psychiatry and psychology introducing the concept of "community mental health" and stressing the efficacy of the maintenance of persons in the mainstream of life functioning introduced a perceptual style which is reflected in this program. The project director's professional association with Jack Westman, Andrew Watson, Daniel Miller, and Matthew Trippe, as well as with colleagues within this department, have been influential.

The questioning--and sometimes seemingly irreverent--attitudinal set of Lloyd Dunn, Roger Reger, William Rhodes; and the contemporary critics of Education (as practiced in the larger sense) such as John Holt, Neil Postman, B.F. Skinner, George Dennison, Charles Silberman, to name but a few, have all pointed to the necessity of finding new models and ways of doing our tasks as well as the necessity for agents committed to the production of positive change in our perceptions of the teaching/learning process for handicapped children.

In the same sense, one would be remiss in failing to recognize the contributions of the historical giants of our profession--John Dewey, Frederick Froebel, Pestalozzi--in their attempts to have us base our educational decisions solely on the needs of children.

PART III

DISCUSSION SUMMARIES

Process and Product of Change

INTRODUCTION

Dr. Phillip Burke
Bureau of Education for the Handicapped
Moderator

Yesterday at the planning session, the presenters decided that there would be a series of discussion groups within specific subject areas with a common topic of the process and product of change. The questions that they were going to address in those sessions were: How do you effect change? How do you initiate change? How do you implement change and then how do you evaluate that change?

The discussion leaders of those sessions are going to present a summation of what transpired. On the topic of concerns of the university we have Dr. Ed Meyen, of the University of Missouri. On program evaluation we have Dr. Hugh McKenzie of the University of Vermont. Concerning the preschool we have Dr. Marlis Mann of the University of Virginia. Dr. Dan Kelleher of the University of Puget Sound, on local school systems; and from a state department of education we have Mrs. Virginia Eaton of the Florida State Education Department.

Dr. Edward Meyen
University of Missouri

COLLEGES AND UNIVERSITIES

There are certain personal and departmental risks inherent in the process of change; to be an effective change agent requires that the person or department be very knowledgeable on what is being changed. You also must be very sensitive to the consequence of change, for you do not have a free ticket to promote something that has its effects on other people, other departments, and situations in general.

We covered a large area in terms of concerns and problems. The way I would like to report them is under two categories: First, some generalizations relative to the university setting; and, second, some specific problems which center on the innovative type of programming, particularly performance-based training programs.

We must function within certain university constraints, of which we have to be very much aware even if they do not limit our activities. One such constraint pertains to the fact that, historically, higher education has not been sufficiently responsive to change. The present austerity programs were cited as a major concern. The point was made that currently, even though we might have considerable financial support for our programs, we do not have assurance that our programs will be sustained. A couple of examples were cited of programs in major universities–very good programs outside of special education–which had considerable support from research funds but were discontinued because of the priorities within the university, the university system, and the state legislature. We must be aware of these and not assume that the financial resources which we have give us the access to continuation and the ability to make major change. This point was also made relative to moratoriums on additional programs. While universities are being pushed for change by consumers, legislators are looking at all proposed changes carefully in terms of rationale, accountability, and suggested or probable consequences of these changes. Another question pertains to responsibility for program design and critical review of present practices. While administrative changes occur outside of our influence within the university, we do have control to a certain extent on our programs. There is a possibility that the faculty members enjoy too much autonomy in the decisions they make on programs. Tenured faculty will be a source of problems when you begin to change programs and you have extra people with identical skills.

The first specific concern pertains to the implications of performance-based training programs. This problem centers upon determining the competencies the teachers will have to develop and the amount of consideration to be given the consumer of these teachers. Secondly, what teaching style changes are dictated by performance-based training programs? You only need to look at examples of performance-based training programs to realize that the didactic approach is not there. If you really get involved in competency-based programs, it is apparent that different kinds of teaching styles are utilized. The problem of colleague attitudes arises for both present staff and new staff members. Do you look for people who just have those particular kinds of skills, or do you try to change or renew present

professionals? How do you determine the competencies of your staff and in turn how do you realign their roles? You are bound to be faced with these questions. Do we have the people on our staff with the right kinds of competencies to carry out the new program? If not, then what is the alternative?

If you think only in terms of your special education department, you may not have the ultimate in the performance-based training programs. If it is going to be drawn upon departments outside of our own, then we must have some influence there. We talk about performance-based training programs and time becomes a variable instead of a constraint, which violates many traditionally held beliefs. What is the leadership role of the university in changing state certification? Many state departments now will acknowledge the completion of a program at a university as evidence and justification for certification. Considerable concern exists for the necessity of moving our training emphasis from the campus to the school setting. The educational renewal center concept and its role in special education was explored.

The main point is that if we are going to effectively represent the interest of exceptional children, university professors must assume a new role. Traditionally, we have submitted the proposal and served as the principal investigator. This situation now may be different if the public school becomes the applicant and we serve as a resource. We have to provide leadership through interaction——a different posture for university personnel.

A communication problem exists because we are talking to the wrong people. We talk to each other instead of other people within the university and within the community.

Dr. Hugh S. McKenzie
University of Vermont

PROGRAM EVALUATION

There was agreement that we should perform program evaluation, and that evaluation in whatever form would somehow enable us to be more effective in providing adequate instruction for all children regardless of their behavioral characteristics. We all believed that we need additional evaluation skills––possibly provided by formal learning experiences. We talked about evaluation being continuous-on-going as part of the process–and not just a waiting to evaluate final products.

We could not agree on what the state of the art was. We could not agree on what resulted from the session. We could not agree on how the session could be improved–how evaluation could be taught and disseminated, or what was "good" evaluation.

We finally did get one agreement. We agreed that the only way we could have made the session better and could have answered the above questions was for we, the presenters and participants in the session, to specify our goals. From these goals we could derive very specific objectives which would lead us to observe their achievement. Then the entry level of presenters and participants would be specified to ascertain where we all were in regard to these very specific objectives. Explicit instructional procedures would be developed. We would then begin a first approximation to achieve our objectives. A measurement process to continuously evaluate progress–how well we were approximating, growing closer and closer to our objectives–would be carried out. We would change our instructional procedures if our measures so indicated.

Because we had not done all of these things, we could not evaluate the session. Because we could not evaluate, we could not agree as to how the session might be improved.

Dr. Marlis Mann
University of Virginia

PRESCHOOL

The state of the art as it relates to change–process and product in early childhood-special education–suggests a formulation of an area versus a change within an area. It was concluded by the institute participants interested in preschool that early childhood-special education is not in a process of change, but in the process of a beginning.

The very first procedure needed is to identify what is early childhood-special education. Presently there are 70 preschool centers which for the first two years were funded for handicapped children, while this last year of funding was for a combination of handicapped and normal children; thus supporting the philosophy that the handicapped should be educated with normal children whenever physically possible. The North Carolina TAD project is presently assessing the needs of these centers. The data received will relate to teacher training programs in early childhood-special education centers and can be used by those of us developing teacher training programs in early childood-special education. BEPD has funded early childhood-special education programs. Also this year there are 17 BEH projects, and we forecast many more next year.

Defining the early childhood-special education population became a major question. Behaviorally defining the categories of the children from mild to severe is a necessity. More specifically defining those children who cannot possibly be integrated with normal preschool setting would include approximately 10% handicapped children. It was felt the integration of special education children would prove desirable for mildly handicapped preschoolers. The preschool session seemed to be committed to providing for interrelated programs for all young children and to isolating only those children who in no way can be served in the regular preschool setting. It was strongly suggested that the educational sequence begin at birth with early help for parents in the home situation, thus providing for parent training components in programs. The first part of teacher training would be to prepare a normal child development specialist, then to add the component areas needed to work with children having mild to severe developmental discrepancies. Also discussed was the need for a quantity and variety of practicum to enable the combining of skill development with a cognitive body of knowledge. This is vital in a performance-based model.

Tremendous impact can be made at the State Department and legislative levels concerning the passage of day care bills. Large sums of money are becoming available which may be allocated as a governor determines, so it is possible that federal influence may not be sought in terms of serving the handicapped children in a state. We have an opportunity now to make an impact on how funds will be utilized to ensure that the handicapped children will be served in day care and preschool centers.

There is a definite need for a network to provide information pertaining to the area of ealy childhood-special education. There are several projects in research and

development, implementation and evaluation stages; their reports should be readily available to those institutions beginning programs in order to avoid duplication of efforts.

Dr. Daniel Kelleher
University of Puget Sound

LOCAL SCHOOL SYSTEM

We started with someone raising a very provocative question: Should we be talking about how the universities operate to create change in the public school system or should we be talking about how school systems should operate to create change in the university? This was related to a comment, which came up later, that universities ought to become involved in day-to-day activities of community schools rather than simply to wait until some specially funded project comes along. Discussion revolved around the in-depth presentation of two projects and a rather brief presentation of a third project.

Several ideas or models were presented concerning change agents on the local school scene. One was the problem of means of reaching the local school teacher. One notion presented was a bus that could travel from school to school, containing expert teaching personnel, aides, and equipment. The aides could then go into a school building and take the place of four teachers who were teaching in that building, thereby freeing the teachers to participate with the teachers in the bus on new procedures and new techniques. Several examples that were presented concerned itinerant teachers from the central project who would go into classrooms and work with the teachers. Also, there is an expert consultant teacher who could be assigned to a school full time to work with the teachers or faculty of the school. Another model provided for a week long workshop to produce change with small groups that were structured around an expert teacher. The critical person for change within a public school is the principal, along with the community and methods of getting parents involved. Another major factor in local school operations is the way funds are derived for the operations of schools.

We need to make a careful analysis of the pressures against change that are represented in parent and teacher groups, and by the pupils themselves. Again, if we are going to be effective bringing about change, we have to face the forces of those pressure groups. We all agreed that change must be slow, but at times we are faced with the necessity for rapid change. Often it is induced by our court system, which will suddenly mandate change. When change does not happen rapidly enough, the situation occurs where the change is demanded by mob action. Change agents must not be too far ahead of their constitutents.

We need to construct effective systems that allow the fewest children to fail. When we introduce children with problems into regular classrooms, we must offer resources to teachers whose lives we are now making more complex by saying, indeed, they must teach all of the children.

A very clear point was made that we can talk all we want to about master systems change, but we must remember that we are talking about the needs of children which must be measured and evaluated if progress is indeed going to be made.

Mrs. Virginia Eaton,
Florida Department of Education

STATE DEPARTMENT OF EDUCATION

Eleven people representing the state departments all across our nation had opinions about the change that can be effected in our state departments of education. They stated that change could be effected by certification–based on a competency-based curriculum at the university level. The exploration of existing requirements and possible new approaches to a competency-based certificate were discussed; and we looked at the certifications that now exist in Wyoming, Texas, New Jersey, and Florida, where one certificate can cover all categorical areas. Reciprocity, whether on a competency-based model or other model, was a concern.

The assessment of needs of children was discussed. It was very interesting to me that there were at least three states which indicated that change which had occured was due to a state effort to assess the needs of children. For example, in Wyoming needs were found to be quite different in their cities than in their rural areas. Other states mentioned involvement of the total state department of education and not just a separate section–exceptional children–when assessing state needs. Total assessment of needs of children helps bring about change in state statutes, regulations, recommendations for teacher certification and, subsequently, university training programs to fit those requirements. For example, Wyoming again indicated, that based on their state assessment of needs, a model for training teachers to fulfill the needs of their children was in effect and that they would be using funds for teachers to be trained by their model.

Of all the categories listed, the participants felt that state departments do effect major change within the area of planning activities. Planning on a state level becomes very broad in its objectives. Often it becomes a total commitment by the state, which changes the roles of state commissioners of education and the relationship with the federal bureau. There must be state planning. It is like, I suppose, evaluation in projects. It is almost a mandated type of thing. You see the roles of the consultants in state departments changing from that of helping in a regulatory kind of monitoring to that of working with local school districts and with their own colleagues to develop state planning activities. Texas was cited as a fine example because of their five year plan with evaluation built in at each level of each year's oepration. So I assume, from the comments and remarks that were made, that planning itself is perhaps the most effective means for change within a state.

We recently had some people from a firm in Washington who were exploring an instrument to assess the impact of Title VI funds within the states. A phrase that one of the men used repeatedly was what he called "key persons." What influence do "key persons" have on change and who are the "key people?" The "key person" is the commissioner of education and his influence is dependent upon the pressures and philosophical orientation he may have. This individual seems to be the one who structures what will happen within the state department of education.

A fifth consideration is communication in all of its broad aspects–mutuality of planning such as we have in this conference; the use of federal funds; coordination of efforts toward serving the handicapped; and communication between state

agencies, university programs, and local educational associations. Through communication, similar needs can be identified and alternative procedures can be designed with coordination. Communicate your ideas to "key people," whether these "key people" are from your university, the state department of education, or the legislature. Departments of education are as concerned with change as are the "presenters" and their concern affects total state efforts. They are cognizant of the funding bases, the constraints imposed, and the implications of categorical classifications for exceptional children. Therefore, a reality exists from which their decisions are made and in which they operate. They understand that the best approach is to explore a variety of approaches to serve exceptional children.

APPENDIX

Program of the Special Study Institute

INNOVATIVE NON-CATEGORICAL AND INTERRELATED PROJECTS IN THE EDUCATION OF THE HANDICAPPED

Program of the Special Study Institute
Ambassador Hotel, Washington, D. C.,
October 14-15, 1971

Thursday, October 14

8:30–9:00 AM Registration — All Nations Room

9:00 AM General Session, Welcome — All Nations Room
Dr. Bruce Balow, Director, Division of Training Programs, Bureau of Education of the Handicapped
Dr. Malcolm Davis, Chief, Special Education Training Branch, Bureau for Educational Personnel Development
Dr. Walter Dick, Assistant Dean for Research and Development, College of Education, The Florida State University
The Honorable Lawton Chiles, United States Senate, Florida

9:30–10:00 AM Institute Survey (Descriptions of 21 Projects), Procedures, and Coffee

10:00 AM "Button Hole" Session A (Projects 1-6) — Chancery Room
"Button Hole" Session B (Projects 7-11) — Diplomat Room

11:00 AM "Button Hole" Session C (Projects 12-16) — Chancery Room
"Button Hole" Session D (Projects 17-21) — Diplomat Room

12 Noon Lunch

1:30–2:45 PM Roundtables-Objectives. *Discussion Leaders

Adamson, Adelman*, Bradfield, Kelleher, Jensen	All Nations Room (A)
Brown, Connolly, Diggs, Ives, Carriker*	All Nations Room (B)
Everett, Meyen*, Lillie, Stellern, Connor, Van Dyke	Chancery Room
Deno*, Frank, P. Mann, McKenzie, Raph	Diplomat Room
Fromong, Fox*, Prouty, Schwartz, M. Mann	Embassy Room

2:45 PM Coffee

3:15–4:30 PM Roundtables-Procedures & Evaluation.

Prouty, Stellern, Brown, Connolly*, Deno	All Nations Room (A)
Bradfield, Meyen*, Diggs, Frank, Fromong	All Nations Room (B)
Kelleher, Fox*, Ives, Lillie, P. Mann, Carriker	Chancery Room
Jensen, M. Mann*, Connor, McKenzie, Adamson	Diplomat Room
Everett, Raph, Schwartz*, Van Dyke, Adelman	Embassy Room

5:00–6:00 PM Planning Meeting of Project Presenters — Cabinet Room

6:30 PM Dutch Treat Social — Embassy Room

Friday, October 15

9:00 AM Institute Procedures — All Nations Room

9:30 AM Coffee

10:00 AM Discussion Groups – "Process and Products of Change"

12 Noon Lunch

1:30 PM Panel of Discussion Summaries — All Nations Room

Dr. Philip Burke, BEH, Moderator
Dr. Edward Meyen, Colleges and Universities
Dr. Hugh McKenzie, Program Evaluation
Dr. Marlis Mann, Preschool
Dr. Daniel Kelleher, Local School System
Mrs. Virginia Eaton, State Dept. of Education

3:00 PM Adjournment